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|  | ***BASELINE*** | ***CHRISTMAS CHECKPOINT 1*** | ***Easter – CHECKPOINT 2*** | | ***Summer – CHECKPOINT 3*** | |
| **Area** | **Autumn 1 -** | **Autumn 2 –** | **Spring 1** | **Spring 2 –** | **Summer 1 –** | **Summer 2** |
| Personal, Social and Emotional Development. | Self-Regulation:   * Leave carers with confidence as they begin to settle into school life. * Express their feelings and give simple reasons, e.g. I want my Mummy. * Seeks help through finding a familiar adult. * Allows an adult to comfort them. * Expresses how they feel when somebody upsets them. * Recognise when a peer is upset ‘He is sad, he’s crying’. . * Begins to tolerate sharing the resources and starts to develop patience in waiting for a turn.   Managing Self   * Settles at an activity of their choice during provision time. * Accesses different areas of the provision with a growing confidence. * Begins to engage purposefully with resources. * Begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, removing appropriate clothing to use the toilet, washing and drying their hands thoroughly. * Puts their coat and bag in a familiar safe place and collects them when necessary. * Selects resources they want or need for a task. * Follows a simple instruction as part of a group, e.g. sit down, let’s go outside, line up. * Eats independently using a fork and spoon * Puts their own coat on and takes it off. * Walks through school during transitions * Takes their own jumper off.   Building Relationships   * Seeks company of an adult when needed * Plays alongside new peers and ‘with’ familiar peers. * Show an interest in their new peers. * Joins in with an activity when invited by an adult.   **Jigsaw – Being me in my world**  Learning intentions:   * I understand how it feels to belong and that we are similar and different] * I can start to recognise and manage my feelings * I enjoy working with others to make school a good place to be * I understand why it is good to be kind and use gentle hands * I am starting to understand children’s rights and this means we should all be allowed to learn and play * I am learning what being responsible means | Self-Regulation:   * Identify and name 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. * “Bounce back” quicker after upsets and with more independence. * Follow familiar, routined instructions independently. * Help a friend to follow the classroom rules. * To begin to find solutions to quarrels and rivalries * Willing to persist and not be daunted by failure * Uses the calm down corner when they need a little bit of quiet time to reflect and regulate again.   Managing Self   * Is independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly and knows why these routines are important. * Stores their belongings in a safe place e.g. by putting their coat on their peg and bag in their tray. * Can add and remove letters, homework and reading books from their book bags with independence. * Helps to tidy up with less adult guidance. * Talks about and manages their own emotions and can say why they feel this way. * Confidently talks in front of a smaller group. * Uses a knife and fork to hold and cut their food but may still need help with harder to cut foods. * Puts their own coat on and takes it off. * Takes their jumper off independently * Undress / dress independently for P.E. with help for buttons * Zip or button up their own coat. * Abide by most of the rules of the classroom. * Try new activities independently or with peers. * Shows confidence in asking adults for help * Begin to understand and discuss consequences of our behaviour, e.g.  If I hit someone, it hurts and they are upset. * Work on short activities independently, e.g. a challenge   Building Relationships   * Becomes more outgoing with unfamiliar people, in the safe context of their setting e.g. welcoming visitors and new teachers into their classroom. * Join in with a group of children who are playing. * Forms some closer friendships and seeks them out to initiate play. * Speak to peers within a game or activity. * Take turns, with adult support, e.g. when playing a board game. * When playing with friends, make up own ideas of things to do and games to play including and inviting others.   **Jigsaw - Celebrating Difference**  Learning intentions:   * I can identify something I am good at and understand everyone is good at different things. * I understand that being different makes us all special * I know we are all different but the same in some way * I can tell you why I think my home is special to me * I can tell you how to be a kind friend * I know which words to use to stand up for myself when someone says or does something unkind | Self-Regulation:   * Begins to recognise the feelings of others and empathise with them. * Link 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, e.g. “*Stop that, I don’t like i*t” or “*Can I have a turn when you are finished*?” * Wait with increased patience, when necessary, e.g. When waiting for a turn on the bikes. * Recognises and practices some calm down strategies e.g. telling an adult, counting to 10, taking deep breaths, reading a book, yoga.   Managing Self   * Learns that mistakes are part of life and bounces back, recognising that if they try again they might get a better outcome. * Enjoys responsibilities e.g. helping to tidy up, give the snack out, complete a job from the teacher * Dress and undress for PE independently. * Zip or button up their own coat. * Discuss healthy food choices. * Sort healthy foods from less nutritional food. * Confidently talks in front of a smaller group. * Shows a willingness to join in with whole class discussions. * Discuss sensible choices. * Begin to understand and discuss consequences of our behaviour, e.g.  If I hit someone, it hurts and they are upset. * Begin to persevere when something is challenging. * Work on short activities independently, e.g. a challenge.   Building Relationships   * Hold back & forth conversations, listening to their peers’ ideas and responding appropriately. * Show empathy in simple ways, e.g. finding an adult for a child who is hurt. * Show understanding of another child’s perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. * Take turns with a little support from an adult or with the systems in place, e.g. sand timers. * Isn’t reliant on one friend and is still settled when their ‘best friend’ isn’t in school that day.   **Jigsaw -** Dreams and Goals  Learning intentions:   * I understand that if I persevere I can tackle challenges * I can tell you about a time I didn’t give up until I achieved my goal * I can set a goal and work towards it. * I can use kind words to encourage people * I understand the link between what I learn now and the job I might like to do when I’m older * I can say how I feel when I achieve a goal and know what it means to feel proud | Self-Regulation:   * Show an understanding of their own feelings and those of others. * Set and work towards simple goals, being able to wait for what they want. * 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 * Practices and can talk about some calm down strategies e.g. telling an adult, counting to 10, taking deep breaths, reading a book, yoga.   Managing Self   * Be confident to try new activities and show independence and resilience in the face of challenge. * Know right from wrong and try to behave according without being reminded. * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices * Shows a willingness to join in with whole class discussions.   Building Relationships   * Work and play cooperatively and take turns with others. * Form positive attachments to adults and friendships with peers. * Isn’t reliant on one friend and is still settled when their ‘best friend’ isn’t in school that day. * Show sensitivity to their own and to others’ needs   **Jigsaw – Healthy Me**  Learning intentions:   * I understand that I need to exercise to keep my body healthy * I understand how moving and resting are good for my body * I know which foods are healthy and not so healthy and can make healthy eating choices * I know how to help myself go to sleep and understand why sleep is good for me * I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet * I know what a stranger is and how to stay safe if a stranger approaches me | Self-Regulation:   * Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. * Develop appropriate ways of being assertive and finds a solution to quarrels and rivalries. * 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   * 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 and repercussions of bad food choices * Confidently speak in a large group context, e.g. answering a question in class.   Building Relationships   * 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   **Jigsaw – Relationships**  Learning intentions:   * I can identify some of the jobs I do in my family and how I feel like I belong * I know how to make friends to stop myself from feeling lonely * I can think of ways to solve problems and stay friends * I am starting to understand the impact of unkind words * I can use Calm Me time to manage my feelings * I know how to be a good friend | Self-Regulation:   * Negotiate assertively to organise a game or solve a conflict. * 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.   *Greater Depth concepts:*   * *Be resourceful in seeking help, e.g. enlisting peers with a particular strength or finding a useful resource.* * *Discuss the challenges they have encountered and weaknesses in their approaches, as well as strengths.*   Managing Self   * Confidently speak in a large group context. * 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. * Enjoys more challenging activities that stretch their abilities. * Try different approaches when solving problems and be able to discuss what they have done. * Talks about the need for limited sensible amounts of screen time. * Understands the importance of sleep and talks about their bedtime routine. * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.   Building Relationships   * Play and organise games with rules. * 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 * They resolve minor disagreements through listening to each other to come up with a fair solution.   *Greater Depth concepts*   * *Understand that different children have different viewpoints and opinions.*   **Jigsaw – Changing me**   * I can name parts of the body * I can tell you some things I can do and foods I can eat to be healthy * I understand that we all grow from babies to adults * I can express how I feel about moving to Year 1 * I can talk about my worries and/or the things I am looking forward to about being in Year 1 * I can share my memories of the best bits of this year in Reception |
| Communication and language | Listening, Attention and Understanding   * Knows how to show they are listening * Listen carefully to rhymes and songs, paying attention to how they sound. * Learn rhymes, poems and songs * Develop new vocabulary focused on objects and people who are important * Join in at group time waiting their turn to talk * Follow two instruction at a time * Maintain focus in an activity of their own choice for 5 minutes * Engage in story times. * Begins to understand the negative form; ‘can’t, isn’t, don’t’ * Talks about the functions of larger scale body parts * Understands ‘why’ and can answer why questions in relation to events e.g. why is the boy crying? * Follows instructions consisting of 3 or 4 items. E.g. give the boy ‘a small basket’. * Understands feelings from facial expression.   Speaking   * Speech is clear and understood. * Joins in with repeated refrains and key phrases. * Starts a conversation with adults and friends. * Uses longer sentences of four to six words when talking. * Builds up on vocabulary that reflects on their experiences – e.g. story language, trips, new learning * Use new vocabulary through the day. * Uses talk to organise play e.g. “Let’s go on a bus...you sit there… I’ll be the driver” * Uses talk to communicate emotions * Asks relevant questions in response to what they have heard * Uses he and she when talking about male or females in conversation. * Can name larger body parts e.g legs, arms, head, stomach, hands, feet | Listening, Attention and Understanding   * Understand how to listen carefully and why listening is important. * Listens to what has been said and responds * Listen to and talk about stories to build familiarity and understanding. * Asks meaning of new words * Talks about the functions of the smaller scale body parts * Uses a wide range of verbs to describe events in their own lives of within stories e.g. played, walked, ate, read, jumped, ran, danced. * Understands ‘why’ and can answer why questions in relation to events e.g. why is the boy crying? * Follows instructions consisting of four-word sentences e.g. Make Batman ‘jump on the table’. * Understands feelings from facial expression. * Understanding which day comes next and can talk about days of the week.   Speaking   * Joins in with repeated refrains and key phrases. * Uses connecting words e.g. and, when, but, because. * Talks about the meaning of new vocabulary. * Connect one idea or action to another using a range of connectives. * Describe events in some detail. * Understands and uses a variety of questions e.g. what, who, where, how? * Use new vocabulary in different contexts. * Uses a range of tenses (e.g play, playing, will play, played) * Beginning to use more complex sentences to link thoughts (e.g. using and, because) * Use new vocabulary through the day. * Asks relevant questions in response to what they have heard, wanting to find out more information who, ‘what’, ‘how’ * 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.’ * Beginning to name the smaller body parts; e.g. fingers, eyebrows, eye lashes, toes, shoulders, elbows etc.. * Enjoys sharing news with their friends and speaking in front of a familiar group. | Listening, Attention and Understanding   * Enjoy listening to longer stories and can remember much of what happens. * Understands spoken instructions and can listen without stopping what they are doing. * Focuses on a chosen activity for at least ten minutes * Waits for the person talking to stop before responding * Understand ‘how’ questions, like: “how do you think the caterpillar got so fat? * Understands opposites e.g. wet and dry, warm and cold. * Understands and uses pronouns e.g. his and her * Understands they and their. * Understands the meaning of ‘when’ e.g. ‘when do we have a bath?’ * Understands ‘either’ and ‘’or’ * Understands idioms e.g. ‘ants in your pants’, ‘get your skates on’ * Begin to predict what might happen next.   Speaking   * Uses connecting words e.g. and, when, but, because. * Uses talk to help work out problems and organise thinking and activities. * Explain how things work and why they might happen. * Can use some plurals: knows that sheep isn’t sheeps and people isn’t peoples. * Uses a wide range of verbs * Using irregular verb tenses e.g thought, think, ate, eat. Make, made * Repeats new vocabulary in a context of a story. * Retells stories simply * Can explain the meaning of new words which have been learned. | Listening, Attention and Understanding   * Understands and follow two part-instructions * Understands humour * Understands they and their. * Understands ‘same’ and ‘different’ * Understands the meaning of ‘after’. * Understands post-modified sentences. * Understanding which day comes next and can talk about days of the week.   Speaking   * 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. They might go to the park. * Retells a story through roleplay, using some new vocabulary and some exact words from the text * Retells how the story started, the main happening, and how ended. * Using irregular verb tenses e.g thought, think, ate, eat. Make, made * Uses a range of tenses correctly (e.g play, playing, will play, played) * Begins to use modelled vocabulary during role play and small world. * Uses talk to help work out problems and organise thinking and activities explain how things work and why they might happen. | Listening, Attention and Understanding   * Enjoys listening to longer stories and can remember what happens in them. * Takes turns in much longer conversations * Understanding more complex language including prepositions, sequencing, time * Understands a longer list of instructions * Understands post-modified sentences. * Can remember and respond to five things e.g. ‘wash the dolls face and hands’ * Understands passive sentences e.g. the dolls hair is brushed by Dora. * Understands idioms e.g. ‘ants in your pants’, ‘get your skates on’ * Understands periods of time e.g. ‘at the weekend I…’ / After school I…   Speaking   * Articulate their ideas and thoughts in well-formed sentences. * Talks in the correct tense but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’ * Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. * Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary * 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 * Comments and engages in conversation about the text or topic talking about what might happen next, linking to own experiences E.g. ‘I have a bike too. I went to the park. They might go to the park.’ Or ‘the leaves are starting to fall off the trees. Soon the trees won’t have any leaves.’ * Makes up their own stories * Responds to ‘who’, ‘where’ ‘what’ and ‘when’ questions and uses reasoning to justify their answers | Listening, Attention and Understanding   * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions * Make comments about what they have heard and asks questions to clarify their understanding * Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. * Can remember and respond to five things e.g. ‘wash the dolls face and hands’ * Understands passive sentences e.g. the dolls hair is brushed by Dora.   Speaking   * Hold conversation when engaged in back-and-forth exchanges with their teacher and peers * Uses a range of tenses correctly (e.g play, playing, will play, played) * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. * 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 |
| Physical Development | **Fine Motor**   * Uses mark making tools e.g. pencils, pens, paint brushes and glue sticks * Makes snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils. * Shows a preference of a dominant hand. * Uses pincer movements to pick up small objects. * Beginning to write using a range of marks e.g. lines, dots and curves * Copies a circle, cross and square. * Traces on line with control. * Is beginning to write recognisable familiar letters. * Is beginning to write recognisable familiar letters from their name * Coordinate hands to brush teeth or comb their hair. * Build own Duplo, Lego or block models. * Copies some letters from their name.   **Gross Motor**   * Negotiate indoor and outdoor space safely to avoid falling over * Stand on one leg and hold a pose for a game like musical statues for 5 seconds. * Imitate simple bilateral movements – e.g. arms up together * Walks up and down stairs using alternating feet. * Climbing onto / down from furniture and apparatus without assistance. * Pedalling a bicycle / tricycle. * Walking on tip toes. * Walking alone a line. * Runs on whole feet. * Develop core strength: crawls on all fours, draws larger scale lines vertically and horizontally * Throws a ball using two hands and an underarm throw | **Fine Motor**   * Uses mark making tools e.g. pencils, paint brushes and glue sticks, tweezers, hole punchers etc effectively. * Shows a preference of a dominant hand. * Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils, paintbrushes, scissors, knives, forks, spoons and small construction play. * Cuts food using a knife and fork * Uses a comfortable grip with good control when holding pens and pencils * Joins snips together to cut a straight line continuously. * Pours water carefully into a container without spilling. * Copies a 9 block model. * Holds the pencil with a tripod grasp (may use wrist to guide pencil). * Writes their name. * Traces on line with control. * Copying letters. * Copying numbers 1-5. * Dressing and undressing independently (excluding shoe laces) * manipulates malleable materials rolling, squeezing and pressing. * Writes their name independently. * Can copy most letters correctly * Begins to use a more controlled letter size in writing.   **Gross Motor**   * Moving larger equipment safely with two hands. * Runs around obstacles. * Throws a large ball overarm with two hands. * Kicks a ball forward using the laces of foot. * Hops on one foot. * Start to develop their movements balancing, riding * bounces on a bouncy hopper. * Rock backwards and forwards in position. * Pedalling a bicycle / tricycle. * Develop core strength: tummy crawling * pulling themselves up on a rope and onto tyres. * Draws larger scale lines vertically and horizontally. * Uses park or playground climbing equipment appropriately and safely. | **Fine Motor**   * With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * Writes their name forming letters correctly. * Copying simple pictures using geometric shapes. * Completing an 8–12-piece puzzle. * Draws basic pictures starting to add finer details. * Pours water carefully into a container without spilling.   **Gross Motor**   * Catches a ball that has been bounced with two hands stretching fingers out. * Jumps forwards 10 times without falling. * Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills * Walks along a balance beam. * Use the park equipment appropriately and safely. E.g. slide, swing, climb up pulling body and climbing ladders, * Throw a small ball over arm. * Develops confidence, precision and accuracy in activities that include balls – e.g. batting, patting and hitting soft and hard, large and small balls. * Develop core strength: pulling themselves up on a rope and onto tyres, hangs on monkey bars. * Draws larger scale circles clockwise and anticlockwise. | **Fine Motor**   * Cut out a simple shape e.g. turn the paper when snipping with scissors * Designs own Lego models. * Writes numbers 1-10 independently. * Colours inside the lines. * Cut and pastes projects. * Most letters are now formed at a controlled size * Dresses and undresses dolls.   **Gross Motor**   * Stands on one foot for up to 10 seconds. * kicks a ball forward or to the side using the inside of foot. * Can walk up-stairs whilst holding an object. * Walks backwards using heel, toe. * Catching a ball with hands instead of using arms and body by having hands cupped read in a catching position. * Jumps 10 times in a row maintaining the distance of jumps. * Skips forwards after demonstration. * Jumps over an objects landing with both feet together. * Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. * Uses two wheeled balance bikes. * Complete obstacle course using different movements e.g. crawling, balancing, jumping, running. * Be able to change direction and speed quickly; e.g. walking in a circle, stopping, running, walking on knees, changing direction. | **Fine Motor**   * Self-generating letters independently. * Copying a triangle. * Colouring an entire picture. * Independently attempting to draw a range of pictures. * Developing their small motor skills so that they can use a range of tools competently. * Holds a pencil with a 3 fingered grasp and generating movement from fingers not wrist. * Threads carefully * Sits with a good position for writing, using correct posture and flat feet on the floor.   **Gross Motor**   * Steps forwards with leg on the same side as throwing arm when throwing a ball. * Safely performs a forward roll. * Catches a small ball using hands only. * Further develop and refine a range of ball skills including passing and batting. | **Fine Motor**   * Completing a 20-piece puzzle. * Forms most of letters accurately using ascenders and descenders.   ELG   * 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.   **Gross Motor**   * Catches a small ball by having hands cupped read in a catching position, * Runs around obstacles whilst maintaining balance. * Sits with a good position for writing, using correct posture and flat feet on the floor and arms supported by the table top. * Further develop and refine a range of ball skills including passing and batting and aiming with precision and accuracy.   ELG   * 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. |
| Literacy | Comprehension   * Listen to a story and comment on the events. * Name the characters from a familiar story. * Has some favourite books and seeks them out. * Join in with the repeated refrain from a familiar story. * Enjoys looking at illustrations and can identify some key objects or characters within them. * Can answer some questions about a familiar story e.g. Who, what   Reading   * Identify an object when given the initial sound. * Say the initial sound in a given word. * Clap the syllables in a word. * May be able to orally blend some simple CVC words. * Says the correct sound for some graphemes in set 1. * Recognises their name by sight. * Begins to read some simple VC words e.g. it, is, at   Writing   * Attempt to write their name in a way that they or others can recognise. * Discuss the marks they make, e.g. “this is a car”. * Shows intention when making marks. * Enjoys drawing freely and draws different parts within a picture to add some minor details. * Hear and says the first sound in a word when you say the word * Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy * May remember some letter patterns ‘Miss, this says mum’ * Attempts to write a CV word. * Write the initial and middle sounds for some CVC words. * Traces over lines and some letters with some accuracy.   Rhyme -   * Is interested in learning songs and rhymes, for example, singing whilst playing. | Comprehension   * Join in with the repeated refrain from a familiar story. * Identify the characters and setting of a familiar book. * Identifies the good and bad characters in a story. * Starts to describe some familiar characters. * Begin to use language from the story when discussing it. * Knows that we read English text from left to right and from top to bottom * Relates events from within a story to their own experiences. * Can answer some questions about a familiar story e.g. Who, what, where   Word Reading   * Recognises their name by sight. * Increasingly say the correct sound for most graphemes in set 1. * Orally blends CVC words. * Begins to read some simple VC words e.g. it, is, at * Beginning to read some CVC words independently. * Attempts to read some short simple CVC sentences. * May start to recognise some common double consonant sounds e.g. ff, ss, ll, ck,. * Starts to recognise some irregular ‘Red’ words by sight e.g. I, my, the * Attempts to read CVCC words which have s at the end e.g. cats, dogs, sits.   Writing   * Traces over lines and some letters with some accuracy. * Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy * May remember some letter patterns ‘Miss, this says mum’ * Hear and says the first sound in a word when you say the word and be able to sign the letter * Write their name with correct formation. * Begins to form more set 1 letters recognisably. * Attempts to use a more controlled size of letter formation when writing. * Segment CVC words orally for spelling. * Write the initial and middle sounds for a CVC word. * Writes some CVC words correctly. * Makes some attempts to write a short simple sentence with some adult guidance or pre-teaching.   Rhyme and poetry -   * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. * Can remember some rhymes or poems and recite them from memory. | Comprehension   * Can identify the characters, setting and problem within a familiar story. * Can identify the different parts of a book – cover front / back, title, page numbers and spine. * Can sequence a familiar short story using images or objects. (beginning, middle and end) * Can tell the story to another person using the book or images. * Use the language from a story within role play and discussions. * Relates events from within a story to their own experiences. * Can answer some questions about a familiar story e.g. Who, what, where, why * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.   Word Reading   * Say a sound for each letter in the alphabet. * Can read some CVC words independently using the sounds they are secure with. * Attempts to read simple CVC sentences * May start to recognise some common double consonant sounds e.g. ff, ss, ll, ck,. * Begins to recognise some set 1 diagraph sounds e.g. sh, ch, th, qu, ng, nk * Attempts to read CCVC and CVCC words which use graphemes. * Attempts to read some CCVC / CVCC words which use diagraphs * Starts to recognise some irregular ‘Red’ words by sight e.g. I, my, the to, go * Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * Attempts to read CVCC words which have s at the end e.g. cats, dogs, sits.   Writing   * Forms all letters of the alphabet. * Attempts to use a more controlled size of writing. * Uses some ascenders and descenders in writing. * Makes some attempts to make their writing sit on the line. * Knows that they need to start at the top left of a page when writing. * Write VC/CVC words that can be read by themselves or others. * Spell words by identifying the sounds and then writing the sound with letter/s. * Makes some attempts to write a short simple sentence with some adult guidance or pre-teaching.   Rhyme and poetry:   * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. * Can remember some rhymes or poems and recite them from memory. * Recites some rhymes and poems by heart independently. | Comprehension   * Can identify the characters, setting and problem within a familiar story. * Can identify the different parts of a book – cover front / back, title, spine and know who an author is. * Sequence a familiar story using images or objects. * Retell the story to another person from memory. * Make a simple prediction based on the events of a story so far. * Talks about why events happened in a story. * Use the language from a story within role play and discussions. * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.   Word Reading   * Say a sound for each letter in the alphabet * Blend and reads VC/CVC words with a faster pace. * May start to recognise some common double consonant sounds e.g. ff, ss, ll, ck,. * Begins to recognise some set 1 diagraph sounds e.g. sh, ch, th, qu, ng, nk * Read simple phrases and sentences made up of words with known letter–sound correspondences. * Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * Attempts to read some CCVC / CVCC words which use diagraphs * Attempts to read sentences which consist of CVC and CCVC / CVCC words. * Starts to recognise some irregular ‘Red’ words by sight e.g. I, my, the, to, no, go * Starts to recognise some capital letters.   Writing   * Spell words by identifying sounds in them and representing the sounds with a letter or letters. * Form all letters of the alphabet – most of them correctly starting and ending in the correct place. * Write VC/CVC words that can be read by themselves or others. * Spell words by identifying the sounds and then writing the sound with letter/s. * Attempts to write simple sentences. * Attempts to make writing sit on the line. * May attempt to use finger spaces between words. * Knows that they need to start at the top left of a page when writing. * Makes attempts to start using a new line when their line is filled. * Makes some attempts to write a short simple sentence with some adult guidance or pre-teaching. * May attempt to write sentences with more independence. * Some children may start to use a full stop when they have finished writing a sentence. * Attempts to use some irregular ‘Red’ words within their sentences.   Rhyme and poetry:   * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. * Can remember some rhymes or poems and recite them from memory. * Recites some rhymes and poems by heart independently. | Comprehension   * Can identify the characters, setting and problem within a familiar story. * Can suggest a solution for the end of a story. * 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, non-fiction, rhymes and poems and during role-play. * *Some children may start to notice some basic punctuation, capital letters and full stops.*   Word Reading   * Say a sound for each letter in the alphabet and * Recognises more diagraphs by sight, aiming to recognise at least 10. E.g. (e.g. ll, ss, ff, ck, sh, ch, ng, nk, th, qu) * 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. * Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * Starts to recognise some irregular ‘Red’ words by sight e.g. I, my, the, to, no, go, he, she. * For children secure with all of set 2: May begin to recognise and apply some set 2 sounds within reading e.g. ay, ee, igh, ow, oo   Writing   * Form all letters of the alphabet – most of them correctly starting and ending in the correct place. * 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. * Attempts to use some common irregular words within their writing and uses phonics knowledge to help with spelling. * Re-read what they have written to check that it makes sense. * Attempts to write simple sentences and some multisyllabic words. * Starts to build more stamina and attempts to write more than one sentence * Re-read what they have written to check that it makes sense. * May attempt to use finger spaces between words. * Uses some high frequency red words within their sentences * Knows that they need to start at the top left of a page when writing. * Makes attempts to start using a new line when their line is filled. * Some children may start to use a full stop when they have finished writing a sentence. * Some children may be ready to learn basic pre-cursive handwriting skills   Rhyme and poetry:   * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. * Can remember some rhymes or poems and recite them from memory. * Recites some rhymes and poems by heart independently. | Comprehension   * Can identify the characters, setting and problem within a familiar story. * Can suggest a solution for the end of a story * Recycle familiar stories verbally (or in written form), recalling the structure of the original story. * *Some children may start to notice some basic punctuation, capital letters and full stops.*   Comprehension ELG Children at the expected level of development will: - 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, non-fiction, rhymes and poems and during role-play.  Word Reading   * Recognise all set 1 sounds and at least 10 diagraphs   (e.g. ll, ss, ck, sh, ch, ng, nk, th, qu, ff)   * Applies phonological knowledge when reading simple sentences. * Reads sentences consisting of CVC, CCVC and CVCC words. * Recognises more irregular ‘Red’ words by sight with more fluency e.g. I, my, the, to, no, go, he, she. * Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * For children secure with all of set 2: May begin to recognise and apply some set 2 sounds within reading e.g. ay, ee, igh, ow, oo   Word Reading ELG Children at the expected level of development will: - 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   * Form all letters correctly, with clear ascenders and descenders. * Write short sentences with words with known letter-sound correspondences. * Attempts to use some finger spaces and a full stop in their sentences. * Starts to build more stamina and attempts to write more than one sentence * Attempts to use some common irregular words within their writing. * Write simple phrases and sentences that can be read by others. * Re-read what they have written to check that it makes sense. * Attempts to sit their letters on the line when writing. Letters are at a more controlled size. * Some children may be ready to learn basic pre-cursive handwriting skills * Some children may be ready to attempt to use capital letters at the start of a sentence.   Writing ELG Children at the expected level of development will: - 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. |
| Maths | **Number**  **Counting**:   * Count in everyday contexts sometimes skipping numbers 1-2-3-5 * Counts out objects to 5 verbally and may find it helpful to line them up. * Beginning to understand one to one correspondence when counting: points or touches each item saying one number for each using the stable order 1,2,3,4,5. * Realises that anything can be counted; sounds, objects, actions. * Recites numbers past 5.   **Cardinality:**   * I can give you the correct number of items to 5 if you ask me. * I can count up to 5 fingers. * Show fingers to represent up to 5. * Understands that the last number counted is the total. * Beginning to notice numerals. * I can recognise my birthday number.   **Subitising and number conservation / composition.**   * Has recognition of up to 3 objects in an amount using objects or a picture, without having to count them individually (‘subitising’). * I can perceptually recognise up to 5 using subitising. * Separates a group of items in different way and realises that the total is still the same. Up to 3 and then 5.   **Comparing**  I can visually estimate who has more or less or the same.  Understands the concepts of ‘many’ and ‘few’  I can count to compare who has more, less or the same.  I can compare using language ‘more than’ and ‘less than’.  Compares two small groups of up to 5 objects saying when they are the same.  I can identify and use ordinal numbers orally to 5 and beyond.  Understands and uses behind and in front when describing.  **Addition and subtraction and composition.**   * I understand the whole is bigger than the parts but may not give an accurate answer to begin with, I just recognise that it is a bigger amount.   **Numerical Pattern -**  **Spatial awareness**   * Understands and responds to positional language through words alone – for example, the bag is under the table. * Begins to remember their way around a familiar environment.   **Shape**   * chooses puzzle pieces and tries to fit them in.   **Pattern**   * Joins in with repeated actions, songs and stories. * Becoming familiar with patterns in daily routine. * Joins in with and predicts what happens next in a familiar story or rhyme. * Is interested in what happens next in every day routines.   **Measures**   * Compares sizes and weights using gesture * and language ‘bigger/ smaller’. * Explores the differences in size and makes comparisons. * Understands that some things might happen now, or later in a routine. | **Number**  **Counting**:   * I can use counting and some number language within my everyday play. * May enjoy counting verbally as far as they can go. * Counts up to 10 verbally. * Starts to count beyond 10. * Begin to recognise numerals to 5 and then 10. * Becomes increasingly confident at putting numerals in order 0-10 (ordinality).   **Cardinality**   * Counts to 5 accurately and sometimes counts out up to 10 objects from a larger group. * Beginning to link numerals to a specific amount up to 5 and then beyond 5. * I can use a number line to position a number when shown 0 and 5. * I can order dotted cards, numbers or number props to 5 in correct sequence. * Explores using a rage of their own marks and signs to which they ascribe mathematical meaning.   **Subitising and number conservation / composition.**   * I can perceptually recognise up to 5 using subitising and work out different combinations of parts to get a whole. * Separates a group of items in different way and realises that the total is still the same. Up to 5. * Beginning to learn that numbers are made up of smaller numbers.   **Comparing**   * Recognise some numerals of personal significance. * I can compare quantities using language; more than, fewer than. * I am beginning to use a mental number line to position a given number.   **Addition and subtraction and composition**   * I can add small amounts of items together to show understanding with a matching corresponding amount even though I may not be able to verbalise this. * I understand the whole is bigger than the parts but may not give an accurate answer to begin with, I just recognise   that it is a bigger amount.   * I am beginning to understand the concept of one more. * Beginning to recognise that each counting number is one more than the one before.   **Numerical Pattern –**  **Spatial awareness**   * Understands and responds to positional language through words alone – for example, the bag is under the table. * Begins to remember their way around a familiar environment.   **Shape**   * I can build and play with shapes. I can make shape pictures. At first these will be simple and then they will become more complex. * Enjoys using blocks to create their own structures, constructions and arrangements. * I can recognise and name typical shapes e.g. circle, square, triangle. * Selects a particular named shape.   **Pattern**   * I can fix, duplicate copy and extend a simple AB pattern. * Creates their own spatial pattern showing some organisation or regularity. * Able to follow and make own patterns like stick, leaf, stick, leaf. * Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.   **Measures**   * Compares sizes and weights using gestures and language ‘bigger/ smaller’, ‘high/low’, ‘tall’ * In meaningful contexts, finds the longer or shorter of two items. * Beginning to anticipate times of the day such as mealtimes or home time. * Talks about money and what it is used for. | **Number**  **Counting**   * Begin to recognise numbers to 10. * Becomes increasingly confident at putting numerals in order 0-10. * I can count on from different given numbers to 10. * I can count backwards from 10-0 verbally when moving objects from a group.   **Cardinality**   * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * Link the number symbol with its cardinal number value.   **Subitising and number conservation / composition.**   * I can use things such as a 5 frame or a 10 frame to conceptually subitise. * Explores partitioning in different ways with a wide range of objects.   **Comparing**   * I am beginning to identify some ordinal number positions, such as the first and second teddy in sequence. * I can compare numbers to 10 and beyond even if one set of objects is a larger physical size than the others.   **Addition and subtraction and composition**   * Beginning to use understanding of number to solve practical problems in play and meaningful activities. * I am beginning to understand the concept of one less. * Can make amounts up to 10p using 1p coins.   **Multiplying and dividing of fractions**   * I can see arrays in photographs and can work out the whole total I can equal partition a paper ‘cake’ or playdough food to share with a friend.   **Numerical Pattern -**  **Spatial awareness**   * May enjoy making simple maps of familiar or imaginary environments. * Discuss routes and locations, using words like ‘in front of’ and ‘behind’. * Able to tell you a familiar route I know   **Shape**   * I can build and play with shapes. I can make shape pictures. At first these will be simple and then they will become more complex. * Enjoys using blocks to create their own structures, constructions and arrangements. * I can identify properties such as sides, points, corners, vertex/vertices. * Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. * I can distinguish between 2D and 3D shapes. * Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. * I can recognise and name typical shapes e.g. circle, square, triangle, star, heart and rectangle.   **Measures**   * Compares sizes and weights using gestures and language ‘bigger/ smaller’, ‘high/low’, ‘tall’, ‘heavy’. * Explores the differences in sizes and weight and makes comparisons. * In meaningful contexts, finds the heavier or lighter of two items. * Beginning to understand some talk about immediate past and future. | **Number**  **Counting**   * Enjoys reciting numbers from 0-10 (and beyond) and back from 10-0. * I can count on from any given number to 10. * I can tell you what number comes after or before a given number to 10. * May show an interest in large numbers. * Begins to recognise patterns in some numbers beyond 10.   **Cardinality**   * Matches the numeral with a group of items to show how many there are (up to 10). * I can represent amounts using symbols and marks. * I can represent amounts using numerals.   **Subitising and number conservation / composition.**   * Begins to conceptually subitise larger numbers by subitising smaller groups within a number e.g. sees six raising as three and three. * Explores the composition of numbers up to 10.   **Comparing**   * Uses number names and symbols when comparing numbers, showing interest in large numbers. * I can estimate a larger collection of items and check by counting.   **Addition and subtraction and composition**   * Understands the ‘one less / one more’ relationship between consecutive numbers. * I can add one and subtract one from a given number to 10 and say how many I have all together. * Can make amounts up to 5p using more than just 1ps.   **Multiplying and dividing of fractions**   * I can recognise what is and what is not half. * I can share out a small amount of items equally between two or three people giving one at a time to each.   **Numerical Pattern –**  **Spatial awareness**   * Predicts, moves or rotates objects to fit the space or create the shape they would like. * Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).   **Shape**   * I can build and play with shapes. I can make shape pictures. At first these will be simple and then they will become more complex. * Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. * I can recognise and name typical shapes and later less typical shapes. * I will begin to identify properties such as sides. * I can talk about shape faces and count them. * I can recognise and name typical shapes e.g. circle, square, triangle, rectangle, star, heart, semi-circle and oval.   **Pattern**   * I can recognise and repeat repeating patterns, including AB and some patterns with core units such as AAB, ABC, AABC.   **Measures**   * Explores the differences in capacity and makes comparisons. * In meaningful contexts, finds the more / less full of two items. * Compares familiar with measuring tools in everyday experiences and play. * Recalls a sequence of events in everyday life and stories. * Is increasingly able to order and sequence events. | **Number**  **Counting**   * I can see errors in others counting or self-correct when counting. * I can count in 10’s and use patterns to count. * I can count to 20 confidently and clearly articulate my teen numbers. * I am beginning to count beyond 20.   **Cardinality**   * Matches the numeral with a group of items to show how many there are (up to 10). * I can represent amounts using symbols and marks. * I can represent amounts using numerals.     **Subitising and number conservation / composition.**   * Explores the composition of numbers up to 10. * Recalls number bonds to 10.   **Comparing**   * Uses number names and symbols when comparing numbers, showing interest in large numbers. * Matches the right number to a group of things from 1 to 5 and then to 10 * Estimates numbers of things, showing understanding or relative size.   **Addition and subtraction and composition**   * Understands the ‘one less / one more’ relationship between consecutive numbers. * I can add one and subtract one from a given number to 1 and say how many I have all together. I may just know this without having to recount. * I can work out the missing added or amount taken away in a number problem sentence. * Begin to explore and work out mathematical problems, using signs and strategies of their choice, including (when appropriate) standard numerals, tallies or + or -   **Multiplying and dividing of fractions**   * I can divide a larger amount of objects. * I can divide a playdough pizza into different parts and talk about it.   **Numerical Pattern -**  **Spatial awareness**  Select, rotate and manipulate objects in order to develop spatial reasoning skills.  **Shape**   * I may say that an angle is a pointy corner before learning that it is called an angle or a vertex or several vertices. * I can recognise and name typical shapes e.g. circle, square, triangle, rectangle, star, heart, semi-circle and oval. * Shows awareness of shape similarities and differences between objects. * Uses informal language and analogies e.g. heart shaped, and hand sized as well as mathematical terms to describe shapes.   **Pattern**   * Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next. * Continue to copy and create repeating patterns. * I can recognise, build and repeat repeating patterns, including AB and some patterns with core units such as AAB, ABC, AABC.   **Measures**   * Enjoys tackling problems involving prediction and comparisons of length, weight and or capacity, paying attention to fairness and accuracy. * Is increasingly able to order and sequence events using everyday language related to time. * Beginning to experience measuring time with timers and calendars. | **Number**   * ELG Have a deep understanding of number to 10, including the composition of each number. * Subitise (recognise quantities without counting) up to 5; * Automatically recall (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. * I can count to 20 confidently and clearly articulate my teen numbers.   **Numerical Pattern –**   * 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 evens and odds, double facts and how quantities can be distributed equally. |
| Understanding the World | **Past and Present**   * I can talk about myself and my interests   **People, Culture and Communities**   * Talks about their own family members and home. * May share information and experiences about their home life. * Notice differences between people – older and younger people. * May talk about their own immediate environment; The Trafford Centre, the leisure centre, the park, Aldi etc   **The Natural World**   * Explores materials in their environment – water, sand, sensory trays etc * Talks about how some materials are different to others nd may describe textures – soft sand, cold ice, warm water, sticky gloop etc * Discusses natural phenomena in their setting and on trips e.g notices the weather changing, talks about when they see a rainbow, | **Past and Present**   * I can talk about myself and some of the ways I have changed. E.g. when I was a baby I… * Joins in with routines, like going shopping, and times that are special to them and their family like birthdays * Keep a class learning journey book for reflection * Talks about what they did at home recently in the past, e.g. at the weekend, what they had for tea ..   **People, Culture and Communities**   * Talks about how their family may be different to other people’s families. * Talks about special times that they celebrate e.g. a birthday, Christmas, wedding, * Talks about people’s roles at home for example – mum makes dinner, dad drives the car   **The Natural World**   * Begin to talk about the differences between materials and changes they notice e.g. freezing, melting, seasonal changes, floating, sinking * Talks about animals that interest them. | **Past and Present**   * Keep a class learning journey book for reflection * Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed * I can talk about my own past e.g. a long time ago, when I was 4, when I was a baby etc * Talks about people and times that are special to them and their family and friends, like “remember the party when we had fireworks and big bangs * I can talk about experiences that have happened to me throughout my life “I went on holiday…” “I had a party”   **People, Culture and Communities**   * Talks about how their family may be different to other people’s families. * Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special * Talks about different jobs within their family e.g. my dad’s a dentist, my mum stays at home and cleans / makes the dinner. * Talks about people’s roles in school e.g. Cherly makes the dinner, Mrs Bladen-Kay is the Head Teacher, Mrs Jackson works in the office * Talks about people’s roles in the community e.g. I give money to the shop keeper, the fire fighter helps to put the fires out   **The Natural World**   * Uses all of their senses to explore natural materials * Begin to understand the need to respect and care for the natural environment and all living things. – e.g. litter picking, looking after their environment, gardening, | **Past and Present**   * Begin to make sense of their own life-story and family’s history – investigating family trees. * I can talk about my own past e.g. a long time ago, when I was 4, when I was a baby etc   **People, Culture and Communities**   * Continue to develop positive attitudes about the differences between people. * Shows an interest in different occupations and roles – librarians, police, fire fighters etc * I can talk about the roles of people in society.   **The Natural World**   * Plant seeds and care for growing plants. * Begin to understand the key features of the life cycle of a plant and an animal. | **Past and Present**   * I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts * I can give similarities and differences between the past and now I am becoming more aware of the past linked to myself and my family and how it has changed e.g. talking to / about grandparents. * Begin to make sense of their own life-story and my family’s history   **People, Culture and Communities**   * I can talk about the lives of people I am familiar with * Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year * Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos   **The Natural World**   * Talks about plants and animals that interest them, like next door’s dog that barks and the really tall tree in the park * Understands the key features of the life cycle of a plant and an animal. * Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently | Past and Present  ELG: 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 and Communities  ELG 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  ELG Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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 states of matter. |
| EAD | **Creating with Materials:**  **Collage:**   * Use their imagination as they explore what they can do with different materials. * Knows most of the primary colours. * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Explores using a range of media e.g. paint, pencils, chalk, paper, playdough and collage.   **Sculpture**:   * Manipulates playdough by using their hands to roll, pinch, squeeze and press to shape it. * Manipulates playdough using tools such as a rolling pins, cutters, extruders   **Being Imaginative and Expressive**   * Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. * Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. * Makes up own situations * Create a simple collage   Drawing   * Uses lines and shapes to enclose a space in images drawn. * Uses a variety of styles of lines in mark making – Straight, wavy, zigzag, loopes * Gives meaning to the marks made in different places. * Choose particular colours for a purpose * Can name the primary and some secondary colours correctly * Makes simple representations of objects or people in drawing. * Explores using a variety of mark making media – pencils, pens, charcoal, chalk, pastels, paint. * Makes marks using shape and pattern on a range of surfaces.   Painting   * Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy * Explore print painting using hands and feet, * Prints using man-made objects – bubble wrap, toys, sponges.   **Charanga – Me**  1 — Listen and Respond: Me! The children can  ● Enjoy listening to the music and respond through dancing or other movement.  ● Others will find the pulse naturally.  ● Recognise and name some of the characters and stories in the songs.  2 — Explore and Create  Games Track  ● Find the pulse in different ways and show this  through actions eg marching, jumping, moving  like a character from the song.  ● Enjoy thinking up and sharing their own ideas  for actions.  Copycat Rhythm Games  ● Copy back the rhythm of their name.  ● Clap the name of a friend for others to copy. High and Low Games  ● Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.  ● Enjoy finding and moving the pitch of their voices.  3 — Singing: Learn to Sing the Song  ● Learn to sing the song in unison with support.  ● Add actions or substitute a word in some sections.  ● Enjoy singing a song from memory.  4 — Share and Perform  ● Choose one of the songs and perform it with any actions you have created.  ● Enjoy the challenge of performing with just the backing track. | **Creating with Materials:**  **Collage:**   * Explores ripping and scrunching skills when creating a collage. * Creates an image using collage skills e.g. a poppy for Remembrance Day * Cuts, bends and folds paper to create an image. * Explores using different types of adhesives to stick their work together e.g. glue sticks, PVA, masking tape and sello tape,   **Sculpture**:   * Make simple models which express their ideas e.g. when junk modelling making a phone or laptop from a box * Manipulates playdough or clay by using hands to roll, pinch, squeeze and press to shape it. E.g. creates a Christmas clay decoration * Manipulates playdough or clay using tool such as a rolling pins, cutters, extruders and clay tools. * Shapes and moulds the material purposefully to creates a representation of an object seen or imagines using.   **Being Imaginative and Expressive**   * Listen with increased attention to sounds. * Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Explores and uses a range of artistic effects to express themselves * Articulates what they are doing to an adult * Uses props linked to situations (e.g. till in a shop, first aid kit in hospital)   **Drawing:**   * Knows all primary colours and some secondary. * Chooses colour for a purpose. * Draws for a purpose using detail such as a drawing with precision around the outline of shapes. * Draws circle for a face and making marks for facial features * Makes simple representations of objects or people in drawing. * Uses shapes in drawings – for example an oval head, lines for hair, * Learns to colour in with increasing control.   **Painting**:   * Explores colour and how colours can be changed using a pallet, poster, water based, watercolour and powder paints mixing colours together. * Explore print painting using hands and feet, * Prints using natural objects – leaves and fruit * Prints using man-made objects – bubble wrap, toys, sponges.   **Charanga – Stories**  1 — Listen and Respond: My Stories The children can  ● Enjoy listening to the music and respond through dancing or other movement.  ● Others will find the pulse naturally.  ● Recognise and name some of the characters and stories in the songs.  ● Invent imaginary characters through movement or dancing.  2 — Explore and Create Games Track  ● Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song.  ● Enjoy thinking up and sharing their own ideas for actions.  Copycat Rhythm Games  ● Copy back a rhythm from the words of the song.  ● Clap some of the words from the song for others to copy.  High and Low Games  ● Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds.  ● Enjoy finding and moving the pitch of their voices within the songs.  Create your own sounds using instruments  ● Play a pitched note or sound in time with the pulse.  ● Enjoy finding a pattern on the instrument.  3 — Singing: Learn to Sing the Song  ● Learn to sing the song in unison with support.  ● Add actions or substitute a word in some sections.  ● Enjoy singing a song from memory.  4 — Share and Perform Others will clap or play their own rhythm pattern.  ● Choose one of the songs and perform it with any actions you have created.  ● Enjoy the challenge of performing with just the backing track. | **Creating with Materials:**  **Collage:**   * Joins different materials together by using different techniques e.g. creating chains, using treasury tags, sello tape, or folds in paper.   **Textiles**:   * Can use fabrics to weave / Uses variety of art tools with greater accuracy. * Explores using different textures and can describe how they feel e.g. bumpy, smoothe, rough.   **Being Imaginative and Expressive**   * Plays instruments with increasing control to express feelings and ideas. * Remember and sing whole songs. * Can open up camera to take pictures of their work on an iPad * Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material as skirts or scarves) * Retells well known stories. * Uses different props for different characters to show their personalities (e.g. lady with necklace and handbag, other with backpack and binoculars)   Drawing:   * Draws for a purpose using detail such as a drawing with precision around the outline of shapes. * Develops an increasing control in sizing an drawn image * Makes drawings of things seen or imagined starting to use more detail in drawings.   Painting:   * Mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark * Explores mixing colours and uses colours for a purpose when painting. * Develops simple patterns by printing with objects using range of materials * Develops language of colour (secondary colours) and mix colours to make new colours. * learn about shades of colours e.g. light / dark shades and explores how we make a shade lighter or darker by adding tone with black or white.   **Charanga – Everyone**  1 — Listen and Respond: Everyone! The children can  ● Enjoy listening to the music and responding to music through dancing or other movement.  ● Enjoy listening to the music and responding to different speeds through dancing or other movement.  ● Others will find the pulse naturally.  2 — Explore and Create Games Track  ● Find the pulse in different ways and show this through actions eg marching, jumping, moving.  ● Enjoy thinking up and sharing their own ideas for actions. Copycat Rhythm Games  ● Copy back the rhythms of phrases in the song.  ● Choose one phrase from the song and have a go at clapping the rhythm. High and Low Games  ● Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.  ● Enjoy exploring the pitch of their voices. Create your own sounds using instruments  ● Play a 1-note pattern in time with the pulse.  ● Enjoy inventing a 2-note repeated pattern.  3 — Singing: Learn to Sing the Song  ● Learn to sing or rap the songs in unison with support.  ● Add actions or substitute a word in some sections.  ● Enjoy singing or rapping a song from memory.  4 — Share and Perform  ● Choose one of the songs or the rap and perform it with any actions you have created  ● Listen back to the performance.  ● Enjoy the challenge of performing with just the backing track. | **Creating with Materials:**  **Collage and Sculpture:**   * Plans what they will create and what materials they will need and prepares them readily. * Creates an image using collage pieces – for example an image of snail inspired by artist **Matisse** * Creates their own products and begins to self-correct any mistakes. * Can use different things like treasury tags, masking tape, sello tape, split pins, hole punches folds in paper and string to join and fix things together.   **Being Imaginative and Expressive**   * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. * Begin to make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Uses fabric, boxes, tubes and joining materials to make props.   **Painting**   * Explores mixing colours and uses colours for a purpose when painting.   **Charanga – Our World**  1 — Listen and Respond: Everyone! The children can  ● Enjoy listening to the music and responding through dancing or other movement.  ● Others will find the pulse naturally.  2 — Explore and Create Games Track  ● Find the pulse in different ways and show this through actions eg marching, jumping, moving.  ● Enjoy thinking up and sharing their own ideas for actions. Copycat Rhythm Games  ● Copy back the rhythms of phrases in the song.  ● Choose one phrase from the song and have a go at clapping the rhythm. High and Low Games  ● Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.  ● Enjoy exploring the pitch of their voices. Create your own sounds using instruments  ● Play a 1-note pattern in time with the pulse.  ● Enjoy inventing a 2-note repeated pattern.  3 — Singing: Learn to Sing the Song  ● Learn to sing the songs in unison with support.  ● Add appropriate actions or substitute a word in some sections.  ● Enjoy singing a song from memory.  4 — Share and Perform  ● Choose one of the songs and  perform it with any actions you have  created.  ● Listen back to the performance.  ● Enjoy the challenge of performing  with just the backing track and  adding actions to the songs. | **Creating with Materials:**  **Collage and sculpture**   * Plans what they will create and what steps they will take and prepares themselves readily. * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, deign, texture, form and function * Plans what they will create and what materials they will need and prepares them readily. * Reviews own work and makes improvements, explaining why changes are better * Joins materials together using a range of techniques – folding, sticking, tying and a hinge. * Uses clay to create a pinch pot.   **Being Imaginative and Expressive**   * Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear etc * Makes up own stories. * Retells well know stories in great detail, using new language * Uses props that are very specific and for a purpose to add detail or convey meaning in their stories (some are made by pupils) e.g. a watch for the Rabbit in Alice in Wonderland, a tissue for baby bear who is crying.   Painting:   * Created rubbings from the environment * Creates patterns using printing   **Charanga – Big Bear Funk**  1 — Listen and Respond: Big Bear Funk The children can  ● Enjoy listening and dancing to funk music.  ● Others will be able to talk about funk music.  2 — Explore and Create Games Track  ● Find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear.  ● Enjoy thinking up and sharing their own ideas for actions. Rhythm Games  ● Copy back the rhythm of words from the video.  ● Clap the rhythm of words from the song.  ● Clap a whole line of the song. High and Low Games A Play Together  ● Play the pulse with a pitched note or untuned percussion instrument. B Pitch Activities  ● Add one pitched sound to the rhythm of words and short phrases from the song.  ● Enjoy playing and experimenting with 2-note or 3-note patterns. | **Creating with Materials:**  Creating with Materials ELG Children at the expected level of development will: - 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.  ELG : Being Imaginative and Expressive ELG Children at the expected level of development will: - 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  **Charanga – Reflect, Rewind and Replay**   * This theme covers, reviews and reflects on previous teaching points to ensure children can embed their learning. |