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| **Communication and Language** |  | **Communication and Language** |
| * Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent. * Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. * Watch someone’s face as they talk. * Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements. * Enjoy singing, music and toys that make sounds. * Recognise and are calmed by a familiar and friendly voice. * Listen and respond to a simple instruction. | * Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. * Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. |
| * Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). |
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|  | **Personal, Social and Emotional Development** |
| * Find ways to calm themselves, through being calmed and comforted by their key person. |
| * Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). * Babble, using sounds like ‘baba’, ‘mamama’. * Use gestures like waving and pointing to communicate. | * Establish their sense of self. |
| * Express preferences and decisions. They also try new things and start establishing their autonomy. * Engage with others through gestures, gaze and talk. * Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. |
| * Reach or point to something they want while making sounds. * Copy your gestures and words. * Constantly babble and use single words during play. * Use intonation, pitch and changing volume when ‘talking’. |
| * Find ways of managing transitions, for example from their parent to their key person. |
| * Thrive as they develop self-assurance. |
| * Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. * Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. |
| * Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. * Play with increasing confidence on their own and with other children, because they   know their key person is nearby and available.   * Feel confident when taken out around the local neighbourhood, and enjoy   exploring new places with their key person. |
| * Understand simple instructions like “give to nanny” or “stop”. * Recognise and point to objects if asked about them. |
| * Generally focus on an activity of their own choice and find it difficult to be directed   by an adult. |
| * Listen to other people’s talk with interest, but can easily be distracted by other things. | * Feel strong enough to express a range of emotions. * Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. |
| * Make themselves understood, and can become frustrated when they cannot. * Start to say how they are feeling, using words as well as actions. |
| * Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. * Be increasingly able to talk about and manage their emotions. |
| * Start to develop conversation, often jumping from topic to topic. * Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. |
| * Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. |
| * Use the speech sounds p, b, m, w. * Pronounce:   + l/r/w/y - s/sh/ch/dz/j   + f/th - multi-syllabic words such as ‘banana’ and ‘computer’ |
| * Develop friendships with other children. |
| * Safely explore emotions beyond their normal range through play and stories. * Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. |
| * Listen to simple stories and understand what is happening, with the help of the pictures. |
|  | | * Learn to use the toilet with help, and then independently. |

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| **Physical Development** |
| * Lift their head while lying on their front. * Push their chest up with straight arms. * Roll over: from front to back, then back to front. * Enjoy moving when outdoors and inside. |
| * Sit without support. * Begin to crawl in different ways and directions. * Pull themselves upright and bouncing in preparation for walking. |
| * Reach out for objects as co-ordination develops. * Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. |
| * Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. * Clap and stamp to music. |
| * Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. * Enjoy starting to kick, throw and catch balls. * Build independently with a range of appropriate resources. |
| * Begin to walk independently – choosing appropriate props   to support at first.   * Walk, run, jump and climb – and start to use the stairs independently. |
| * Spin, roll and independently use ropes and swings (for example, tyre swings). * Sit on a push-along wheeled toy, use a scooter or ride a tricycle. |
| * Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. * Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. * Start eating independently and learning how to use a knife and fork. |
| * Develop manipulation and control. * Explore different materials and tools. |

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| **Literacy** |
| * Enjoy songs and rhymes, tuning in and paying attention. * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. * Say some of the words in songs and rhymes. * Copy finger movements and other gestures. * Sing songs and say rhymes independently, for example, singing whilst playing. |
| * Enjoy sharing books with an adult. * Pay attention and respond to the pictures or the words. * Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. * Repeat words and phrases from familiar stories. * Ask questions about the book. Makes comments and shares their own ideas. * Develop play around favourite stories using props. |
| * Notice some print, such as the first letter of their name, a bus or door   number, or a familiar logo. |
| * Enjoy drawing freely. * Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” * Make marks on their picture to stand for their name. |

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| **Mathematics** |
| * Combine objects like stacking blocks and cups. Put objects inside others and take them out again. |
| * Take part in finger rhymes with numbers. * React to changes of amount in a group of up to three items. |
| * Compare amounts, saying ‘lots’, ‘more’ or ‘same’. * Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. |
| * Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ |
| * Climb and squeeze themselves into different types of spaces. * Build with a range of resources. * Complete inset puzzles. |
| * Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. |
| * Notice patterns and arrange things in patterns. |

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| **Expressive Arts and Design** |
| * Show attention to sounds and music. * Respond emotionally and physically to music when it changes. * Move and dance to music. * Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. * Explore their voices and enjoy making sounds. |
| * Join in with songs and rhymes, making some sounds. * Make rhythmical and repetitive sounds. * Explore a range of sound-makers and instruments and play them in different ways. |
| * Notice patterns with strong contrasts and be attracted by patterns resembling the human face. * Start to make marks intentionally. * Explore paint, using fingers and other parts of their bodies as well as   brushes and other tools.   * Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. |
| * 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. |
| * Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. * Use their imagination as they consider what they can do with different materials. * Make simple models which express their ideas. |

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| **Understanding the World** |
| * Repeat actions that have an effect. * Explore materials with different properties. * Explore natural materials, indoors and outside. |
| * Explore and respond to different natural phenomena in their setting and on trips. |
| * Make connections between the features of their family and other families. |
| * Notice differences between people. |

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| **Communication and Language** |
| * Enjoy listening to longer stories and can remember much of what happens. * Pay attention to more than one thing at a time, which can be difficult. |
| * Use a wider range of vocabulary. * Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” |
| * Sing a large repertoire of songs. * Know many rhymes, be able to talk about familiar books, and be able to tell a long story. |
| * Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. * Develop their pronunciation but may have problems saying:   + some sounds: r, j, th, ch, and sh   + multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ |
| * Use longer sentences of four to six words. |
| * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. * Start a conversation with an adult or a friend and continue it for many turns. * Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” |

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| **Personal, Social and Emotional Development** |
| * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. |
| * Develop their sense of responsibility and membership of a community. |
| * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. |
| * Play with one or more other children, extending and elaborating play ideas. * Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. |
| * Increasingly follow rules, understanding why they are important. * Remember rules without needing an adult to remind them. |
| * Develop appropriate ways of being assertive. * Talk with others to solve conflicts. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. |
| * Understand gradually how others might be feeling. |
| * Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. * Make healthy choices about food, drink, activity and toothbrushing. |

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| **Physical Development** |
| * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Go up steps and stairs, or climb up apparatus, using alternate feet. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers, paint and   make marks. |
| * Start taking part in some group activities which they make up for themselves, or in teams. * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. |
| * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. |
| * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. |
| * Use one-handed tools and equipment, for example, making snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils. * Show a preference for a dominant hand. |
| * Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. |

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| **Literacy** |
| * Understand the five key concepts about print:   + print has meaning   + print can have different purposes   + we read English text from left to right and from top to bottom   + the names of the different parts of a book   + page sequencing |
| * Develop their phonological awareness, so that they can:   + spot and suggest rhymes   + count or clap syllables in a word   + recognise words with the same initial sound, such as money and mother |
| * Engage in extended conversations about stories, learning new vocabulary. |
| * Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. * Write some or all of their name. |
| * Write some letters accurately. |

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| **Mathematics** |
| * Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * Recite numbers past 5. * Say one number for each item in order: 1,2,3,4,5. * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * Show ‘finger numbers’ up to 5. * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. |
| * Experiment with their own symbols and marks as well as numerals. * Solve real world mathematical problems with numbers up to 5. * Compare quantities using language: ‘more than’, ‘fewer than’. |
| * Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. |
| * Understand position through words alone – for example, “The bag is under the table,” – with no pointing. |
| * Describe a familiar route. * Discuss routes and locations, using words like ‘in front of’ and ‘behind’. |
| * Make comparisons between objects relating to size, length, weight and capacity. |
| * Select shapes appropriately: flat surfaces for building, a   triangular prism for a roof etc.   * Combine shapes to make new ones – an arch, a bigger triangle etc. |
| * 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. * Extend and create ABAB patterns – stick, leaf, stick, leaf. * Notice and correct an error in a repeating pattern. * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |

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| **Understanding the World** |
| * Use all their senses in hands-on exploration of natural materials. * Explore collections of materials with similar and/or different properties. * Talk about what they see, using a wide vocabulary. |
| * Begin to make sense of their own life-story and family’s history. |
| * Show interest in different occupations. |
| * Explore how things work. |
| * Plant seeds and care for growing plants. * Understand the key features of the life cycle of a plant and an animal. * Begin to understand the need to respect and care for the natural environment and all living things. |
| * Explore and talk about different forces they can feel. |
| * Talk about the differences between materials and changes they notice. |
| * Continue developing positive attitudes about the differences between people. |
| * Know that there are different countries in   the world and talk about the differences they have experienced or seen in photos. |

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| **Expressive Arts and Design** |
| * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. |
| * Explore different materials freely, to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. |
| * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. |
| * Explore colour and colour-mixing. |
| * Listen with increased attention to sounds. * Respond to what they have heard, expressing their thoughts and feelings. |
| * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs or improvise a song around one they know. |
| * Play instruments with increasing control to express their feelings and ideas. |

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| **Communication and Language** |
| * Understand how to listen carefully and why listening is important. |
| * Learn new vocabulary. |
| * Use new vocabulary through the day. |
| * Ask questions to find out more and to check they understand   what has been said to them. |
| * Articulate their ideas and thoughts in well-formed sentences. |
| * Connect one idea or action to another using a range of connectives. |
| * Describe events in some detail. |
| * Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. |
| * Develop social phrases. |
| * Engage in story times. |
| * Listen to and talk about stories to build familiarity and understanding. |
| * Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. |
| * Use new vocabulary in different contexts. |
| * Listen carefully to rhymes and songs, paying attention to how they sound. |
| * Learn rhymes, poems and songs. |
| * Engage in non-fiction books. |
| * Listen to and talk about selected non-fiction to develop a deep   familiarity with new knowledge and vocabulary. |

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| **Personal, Social and Emotional Development** |
| * See themselves as a valuable individual. |
| * Build constructive and respectful relationships. |
| * Express their feelings and consider the feelings of others. |
| * Show resilience and perseverance in the face of challenge. |
| * Identify and moderate their own feelings socially and emotionally. |
| * Think about the perspectives of others. |
| * Manage their own needs.   - Personal hygiene |
| * Know and talk about the different factors that support their overall health and wellbeing:   + regular physical activity   + healthy eating   + toothbrushing   + sensible amounts of ‘screen time’   + having a good sleep routine   + being a safe pedestrian |

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| **Physical Development** |
| * Revise and refine the fundamental movement skills they have already acquired:   + rolling   + crawling   + walking   + jumping   + running   + hopping   + skipping   + climbing |
| * Progress towards a more fluent style of moving, with developing control and grace. |
| * Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. |
| * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. |
| * Use their core muscle strength to achieve a good posture when sitting at a table or   sitting on the floor. |
| * Combine different movements with ease and fluency. |
| * Confidently and safely use a range of large and small apparatus indoors and   outside, alone and in a group.   * Develop overall body-strength, balance, co-ordination and agility. |
| * Further develop and refine a range of ball skills including: throwing, catching,   kicking, passing, batting, and aiming.   * Develop confidence, competence, precision and accuracy when engaging in   activities that involve a ball. |
| * Develop the foundations of a handwriting style which is fast, accurate and efficient. |
| * Further develop the skills they need to manage the school day successfully:   + lining up and queuing   + mealtimes |

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| **Literacy** |
| * Read individual letters by saying the sounds for them. |
| * Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. |
| * Read some letter groups that each represent one sound and say sounds for them. |
| * Read a few common exception words matched to the school’s phonic programme. |
| * Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. |
| * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. |
| * Form lower-case and capital letters correctly. |
| * Spell words by identifying the sounds and then writing the sound with letter/s. |
| * Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. |
| * Re-read what they have written to check that it makes sense. |

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| **Mathematics** |
| * Count objects, actions and sounds. |
| * Subitise. |
| * Link the number symbol (numeral) with its cardinal number value. |
| * Count beyond ten. |
| * Compare numbers. |
| * Understand the ‘one more than/one less than’ relationship between consecutive numbers. |
| * Explore the composition of numbers to 10. |
| * Automatically recall number bonds for numbers 0-5 and some to 10. |
| * Select, rotate and manipulate shapes to develop spatial reasoning skills. |
| * Compose and decompose shapes so that children recognise a shape can have other shapes *within it*, just as numbers can. |
| * Continue, copy and create repeating patterns. |
| * Compare length, weight and capacity. |

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| **Understanding the World** |
| * Talk about members of their immediate family and community. |
| * Name and describe people who are familiar to them. |
| * Comment on images of familiar situations in the past. |
| * Compare and contrast characters from stories, including figures from the past. |
| * Draw information from a simple map. |
| * Understand that some places are special to members of their community. |
| * Recognise that people have different beliefs and celebrate special times in different ways. |
| * Recognise some similarities and differences between life in this country and life in other countries. |
| * Explore the natural world around them. |
| * Describe what they see, hear and feel whilst outside. |
| * Recognise some environments that are different to the one in which they live. |
| * Understand the effect of changing seasons on the natural world around them. |

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| **Expressive Arts and Design** |
| * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Return to and build on their previous learning, refining ideas and developing their ability to   represent them.   * Create collaboratively, sharing ideas, resources and skills. |
| * Listen attentively, move to and talk about music, expressing their feelings and responses. |
| * Watch and talk about dance and performance art, expressing their feelings and responses. |
| * Sing in a group or on their own, increasingly matching the pitch and following the melody. |
| * Develop storylines in their pretend play. |
| * Explore and engage in music making and dance, performing solo or in groups. |