



The objective led planning draws upon the class and observations made of the children at play. This is a general overview of the objectives to be taught but as always this is subject to change due to the children's changing interests and abilities.

| | Personal social and emotional development (PSED) | Physical development (PD) | Communication and language (CL) |
|----------|---|---|---|
| Autumn 1 | <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Can select and use activities and resources with help. Welcomes and values praise for what they have done. I am learning to join in with others during my play I am learning to make choices about who I play with I am learning to play in a group I am learning to separate from my main carer I am learning to show others what I like and what interests me I am learning to choose activities and resources with help I am learning to talk to new people and other children I am learning to show how I feel I am learning to cooperate with some boundaries I am learning to take turns and share with support | <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Can stand momentarily on one foot when shown. Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Can usually manage washing and drying hands. I am learning to hold writing tools and copy simple shapes I am learning to balance while running and move confidently in a range of ways I am learning to climb confidently on and off equipment I am learning to kick a large ball I am learning to hold small equipment with control I am learning to tell someone when I need the toilet I am learning to use simple cutlery while eating I am learning to ask for help when needed I am learning that some situations are dangerous I am learning to put on and take off some items of clothing | <ul style="list-style-type: none"> Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understands use of objects (e.g. "What do we use to cut things?") Is able to follow directions (if not intently focused on own choice of activity). Listens to others one to one or in small groups, when conversation interests them. I am learning to listen with interest to simple stories I am learning to recognise and respond to familiar sounds I am learning to join in with a story or rhyme I am learning to follow simple instructions I am learning to identify actions in pictures e.g. 'who's jumping?' I am learning to understand more complex sentences. I am learning to respond to 'what' 'who' 'where' questions I am learning to understand simple concepts. (big/little) I am learning to follow a simple one part instruction I am learning to take turns in simple conversations I am learning to use new words in my talking I am learning to use simple question words I am learning to talk in simple sentences I am learning to use word endings I am learning to retell something that happened in the right order I am learning to use some joining words in my talk |
| Autumn 2 | <ul style="list-style-type: none"> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. | <ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. | <ul style="list-style-type: none"> Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i> Uses talk in pretending that objects stand for |

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| | <ul style="list-style-type: none"> Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Confident to talk to other children when playing, and will communicate freely about own home and community Aware of own feelings, and knows that some actions and words can hurt others' feelings. I am learning to play in a group and invite others to play with me.30-50 I am learning to extend a play idea and think of my own ideas. 30-50 I am learning to choose activities and resources with help 30-50 I am learning to carry out tasks for others 30-50 I am learning to talk to children that I am playing with 30-50 I am learning to cooperate with some boundaries 22-36 I am learning to take turns and share with support30-50 I am learning that I have different emotions 30-50 I am learning that I need to behave differently on different situations. 30-50 | <ul style="list-style-type: none"> Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Experiments with different ways of moving. Jumps off an object and lands appropriately. I am learning to hold writing tools and copy simple shapes 22-36 I am learning to move confidently in a range of ways 30-50 I am learning to hold small equipment with control 22-36 I am learning to balance on one foot 30-50 I am learning to catch 30-50 I am learning to travel under, around, over and through equipment 40-60. I am learning to tell someone when I need the toilet 22-36 I am learning to ask for help when needed 22-36 I am learning that some situations are dangerous 22-36 I am learning to put on and take off some items of clothing 22-36 I am learning to go to the toilet independently 30-50 I am learning to wash and dry my own hands 30-50 I am learning to talk about how and why tools must be used safely 30-50 | <p>something else in play, e.g. 'This box is my castle.'</p> <ul style="list-style-type: none"> Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play. Beginning to understand 'why' and 'how' questions I am learning to listen to and join in with a story or rhyme 30-50 I am learning to listen to a simple conversation 30-50 I am learning to follow simple instructions 30-50 I am learning to listen carefully to a story 30-50 I am learning to respond to 'what' 'who' 'where' questions 22-36 I am learning to understand simple concepts. (big/little) 22-36 I am learning to follow a simple one -part instruction 30-50 I am learning to respond to how and why questions 30-50 I am learning to say what an object can be used for 30-50 I am learning to take turns in simple conversations 22-36 I am learning to use new words in my talking 22-36 I am learning to use simple question words 22-36 I am learning to talk in simple sentences 22-36 I am learning to use word endings22-36 I am learning to retell something that happened in the right order 30-50 I am learning to use some joining words in my talk 30-50 I am learning to explain what is happening 30-50 |
| Spring 1 | <ul style="list-style-type: none"> Takes steps to resolve conflicts with other children, e.g. finding a compromise. Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities | <ul style="list-style-type: none"> Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable | <ul style="list-style-type: none"> Two-channeled attention - can listen and do for short span Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props Extends vocabulary, especially by grouping and naming, |

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| | <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Explains own knowledge and understanding, and asks appropriate questions of others. • I am learning to play in a group and invite others to play with me.30-50 • I am learning to extend a play idea and think of my own ideas. 30-50 • I am learning to choose activities and resources with help 30-50 • I am learning to carry out tasks for others 30-50 • I am learning to talk to children that I am playing with 30-50 • I am learning to cooperate with some boundaries 22-36 • I am learning to take turns and share with support30-50 • I am learning that I have different emotions 30-50 • I am learning that I need to behave differently on different situations. 30-50 | <p>materials safely and with increasing control.</p> <ul style="list-style-type: none"> • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. • Experiments with different ways of moving. • I am learning to hold writing tools and copy simple shapes 22-36 • I am learning to move confidently in a range of ways 30-50 • I am learning to hold small equipment with control 22-36 • I am learning to balance on one foot 30-50 • I am learning to catch 30-50 • I am learning to travel under, around, over and through equipment 40-60. • I am learning to tell someone when I need the toilet 22-36 • I am learning to ask for help when needed 22-36 • I am learning that some situations are dangerous 22-36 • I am learning to put on and take off some items of clothing 22-36 • I am learning to go to the toilet independently 30-50 • I am learning to wash and dry my own hands 30-50 • I am learning to talk about how and why tools must be used safely 30-50 • | <p>exploring the meaning and sounds of new words</p> <ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Maintains attention, concentrates and sits quietly during appropriate activity • I am learning to listen to and join in with a story or rhyme 30-50 • I am learning to listen to a simple conversation 30-50 • I am learning to listen carefully to a story 30-50 • I am learning to respond to 'what' 'who' 'where' questions 22-36 • I am learning to understand simple concepts. (big/little) 22-36 • I am learning to follow a simple one -part instruction 30-50 • I am learning to respond to how and why questions 30-50 • I am learning to say what an object can be used for 30-50 • I am learning to take turns in simple conversations 22-36 • I am learning to use new words in my talking 22-36 • I am learning to use simple question words 22-36 • I am learning to talk in simple sentences 22-36 • I am learning to use word endings22-36 • I am learning to retell something that happened in the right order 30-50 • I am learning to use some joining words in my talk 30-50 • I am learning to explain what is happening 30-50 |
| Spring 2 | <ul style="list-style-type: none"> • Takes steps to resolve conflicts with other children, e.g. finding a compromise. | <ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | <ul style="list-style-type: none"> • Able to follow a story without pictures or props • Uses language to imagine and recreate roles and |

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| | <ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. Aware of the boundaries set, and of behavioural expectations in the setting. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.(ELG) Children are confident to try new activities, and say why they like some activities more than others. (ELG) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. (ELG) I am learning to play in a group and invite others to play with me.30-50 I am learning to respond appropriately to others in my play. 30-50 I am learning to carry out tasks for others 30-50 I am learning to talk to children that I am playing with 30-50 I am learning to talk about myself and my home 30-50 I am learning that my actions and word sometimes affect others 30-50 I am learning to take turns and share with support30-50 I am learning that I have different emotions 30-50 I am learning that I need to behave differently on different situations. 30-50 | <ul style="list-style-type: none"> Handles tools, objects, construction and malleable materials safely and with increasing control. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacle They move confidently in a range of ways, safely negotiating space. (ELG) Eats a healthy range of foodstuffs and understands need for variety in food. Practices some appropriate safety measures without direct supervision. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. (ELG) I am learning to hold writing tools and copy simple shapes 22-36 I am learning to move confidently in a range of ways 30-50 I am learning to balance on one foot 30-50 I am learning to catch 30-50 I am learning to draw lines and circles with my whole arm 30-50 I am learning to use scissors 30-50 I am learning to hold my pencil using the tripod grip 30-50 I am learning to copy some letter shapes. 30-50 I am learning to ask for help when needed 22-36 I am learning that some situations are dangerous 22-36 I am learning to put on and take off some items of clothing 22-36 I am learning to go to the toilet independently 30-50 I am learning to talk about how and why tools must be used safely 30-50 I am learning to talk about how my body feels after exercise 30-50 | <p>experiences in play situations.</p> <ul style="list-style-type: none"> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Maintains attention, concentrates and sits quietly during appropriate activity I am learning to listen to and join in with a story or rhyme 30-50 I am learning to listen to a simple conversation 30-50 I am learning to follow simple instructions 30-50 I am learning to listen carefully to a story 30-50 I am learning to respond to 'what' 'who' 'where' questions 22-36 I am learning to understand simple concepts. (big/little) 22-36 I am learning to follow a simple one -part instruction 30-50 I am learning to respond to how and why questions 30-50 I am learning to say what an object can be used for 30-50 I am learning to take turns in simple conversations 22-36 I am learning to use new words in my talking 22-36 I am learning to use simple question words 22-36 I am learning to talk in simple sentences 22-36 I am learning to use word endings22-36 I am learning to retell something that happened in the right order 30-50 I am learning to use some joining words in my talk 30-50 I am learning to explain what is happening 30-50 I am learning to use different tenses in my talk 30-50 |
| Summer 1 | <ul style="list-style-type: none"> Children are confident to talk about their ideas (ELG) Children can talk about things they enjoy and are good | <ul style="list-style-type: none"> Children use a correct pencil grip when writing (Tickell) Move confidently in a range of ways. Safely negotiating | <ul style="list-style-type: none"> Respond to what they hear with relevant comments, questions or actions. (ELG) |

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| | <ul style="list-style-type: none"> at. (Tickell) They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. ELG Children know some ways of managing their feelings and behaviour and are beginning to use these to maintain control. (Tickell) Children take account of one another's ideas about how to organise their activity. (ELG) Children play group games with rules and can resolve minor disagreements through listening to come up with a solution. (Tickell) I am learning to play in a group and invite others to play with me.30-50 I am learning to respond appropriately to others in my play. 30-50 I am learning to talk to others in my play 30-50 I am learning to listen to others 40-60 I am learning to carry out tasks for others 30-50 I am learning to talk to children that I am playing with 30-50 I am learning to talk about myself and my home 30-50 I am learning to talk to others about what I am interested in and what I think 40-60 I am learning that my actions and word sometimes affect others 30-50 I am learning to take turns and share with support30-50 I am learning that I have different emotions 30-50 I am learning that I need to behave differently on different situations. 30-50 I am learning to talk about how my actions can affect others 40-60 | <ul style="list-style-type: none"> space. (ELG) Children hold a pencil effectively for writing. (ELG) Children can move confidently in response to music. (Tickell) Children talk about ways to stay healthy and safe (ELG) I am learning to hold writing tools and copy simple shapes 22-36 I am learning to move confidently in a range of ways 30-50 I am learning to balance on one foot 30-50 I am learning to catch 30-50 I am learning to draw lines and circles with my whole arm 30-50 I am learning to use scissors 30-50 I am learning to hold and control my pencil using the tripod grip 30-50 I am learning to copy some letter shapes. 30-50 I am learning to form recognisable letters40-60 (writing name) I am learning to ask for help when needed 22-36 I am learning to go to the toilet independently 30-50 I am learning to talk about how and why tools must be used safely 30-50 I am learning to dress and undress myself with help 30-50 I am learning to talk about how my body feels after exercise 30-50 I am learning to talk about some of the things I can do to keep myself healthy 40-60 | <ul style="list-style-type: none"> They listen attentively with sustained concentration to follow a story without pictures or props (Tickell). Can answer 'how' and 'why' questions in response to stories (ELG) Can express views about events of characters in a story and answer questions about why things happened. (Tickell) Develop their own narratives and explanations by connecting ideas and events in spoken language. (ELG) Children recount experiences, imagine possibilities and connect ideas (Tickell) I am learning to listen to and join in with a story or rhyme 30-50 I am learning to listen to a simple conversation 30-50 I am learning to follow simple instructions 30-50 I am learning to remember simple elements from a story 30-50 I am learning to listen carefully to a story 30-50 I am learning to follow a simple one -part instruction which may or may not include prepositions 30-50 I am learning to follow a 2 part instruction 40-60 I am learning to respond to how and why questions 30-50 I am learning to listen and respond to others talk 40-60 I am learning to talk in simple sentences 22-36 I am learning to retell something that happened in the right order 30-50 I am learning to use some joining words in my talk 30-50 I am learning to explain what is happening 30-50 I am learning to use different tenses in my talk 30-50 I am learning to predict what might happen next 30-50 I am learning to ask simple questions 30-50 . |
| Summer 2 | <ul style="list-style-type: none"> Children are confident to talk about their ideas (ELG) Children can talk about things they enjoy and are good at. (Tickell) They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. ELG Children know some ways of managing their feelings | <ul style="list-style-type: none"> Children use a correct pencil grip when writing (Tickell) Move confidently in a range of ways. Safely negotiating space. (ELG) Children hold a pencil effectively for writing. (ELG) Show good co-ordination in small and large movements (ELG) Hold paper in position and use a preferred hand for writing. Beginning to write on lines and control letter | <ul style="list-style-type: none"> They listen attentively with sustained concentration to follow a story without pictures or props (Tickell). Can ask and answer 'how' and 'why' questions in response to stories (ELG) Give their attention to what others say and respond appropriately (ELG) Can express views about events of characters in a story and answer questions about why things happened. |

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|--|--|---|---|
| | <p>and behaviour and are beginning to use these to maintain control. (Tickell)</p> <ul style="list-style-type: none"> • Children take account of one another's ideas about how to organise their activity. (ELG) • Children play group games with rules and can resolve minor disagreements through listening to come up with a solution. (Tickell) • I am learning to play in a group and invite others to play with me.30-50 • I am learning to respond appropriately to others in my play. 30-50 • I am learning to talk to others in my play 30-50 • I am learning to listen to others and take account of what they say 40-60 • I am learning to carry out tasks for others 30-50 • I am learning to talk to children that I am playing with 30-50 • I am learning to talk about myself and my home 30-50 • I am learning to talk to others about what I am interested in and what I think 40-60 • I am learning to talk about what I want 40-60 • I am learning that my actions and word sometimes affect others 30-50 • I am learning to take turns and share with support30-50 • I am learning that I have different emotions 30-50 • I am learning to talk about how my actions can affect others 40-60 • I am learning to behave appropriately 40-60 | <p>size. (Tickell)</p> <ul style="list-style-type: none"> • Children talk about ways to stay healthy and safe (ELG) • I am learning to hold writing tools and copy simple shapes 22-36 • I am learning to move confidently in a range of ways 30-50 • I am learning to balance on one foot 30-50 • I am learning to catch 30-50 • I am learning to draw lines and circles with my whole arm 30-50 • I am learning to use scissors 30-50 • I am learning to hold and control my pencil using the tripod grip 30-50 • I am learning to copy some letter shapes. 30-50 • I am learning to form recognisable letters40-60 (writing name) • I am learning to jump of an object and land appropriately 40-60 • I am learning to ask for help when needed 22-36 • I am learning to go to the toilet independently 30-50 • I am learning to talk about how and why tools must be used safely 30-50 • I am learning to dress and undress myself with help 30-50 • I am learning to talk about how my body feels after exercise 30-50 • I am learning to talk about some of the things I can do to keep myself healthy 40-60 | <p>(Tickell)</p> <ul style="list-style-type: none"> • Begin to use past, present and future forms accurately (ELG) • Develop their own narratives and explanations by connecting ideas and events in spoken language. (ELG) • Use a range of vocabulary in imaginative ways to add information and express ideas. (Tickell) • I am learning to listen to and join in with a story or rhyme 30-50 • I am learning to listen to a simple conversation 30-50 • I am learning to follow simple instructions 30-50 • I am learning to remember simple elements from a story 30-50 • I am learning to listen carefully to a story 30-50 • I am learning to concentrate until an activity is completed 40-60 • I am learning to listen while I am doing something else 40-60 • I am learning to follow a simple one -part instruction which may or may not include prepositions 30-50 • I am learning to follow a 2 part instruction 40-60 • I am learning to respond to how and why questions 30-50 • I am learning to listen and respond to others talk 40-60 • I am learning to talk in simple sentences 22-36 • I am learning to retell something that happened in the right order 30-50 • I am learning to use some joining words in my talk 30-50 • I am learning to explain what is happening 30-50 • I am learning to use different tenses in my talk 30-50 • I am learning to predict what might happen next 30-50 • I am learning to ask simple questions 30-50 • I am learning to talk about who I am pretending to be and what I am pretending to do 40-60 • I am learning to keep to a topic when I talk 40-60 • I am learning to tell stories orally 40-60 |



St. Michael's C of E Primary School
 EYFS Curriculum Map 2018-2019



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| Specific Areas | Literacy (L) | Mathematics (M) | Understanding the world (UW) | Expressive arts and design (EAD) |
|----------------|--|--|--|--|
| Autumn 1 | <p>Writing</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. (30-50) Ascribes meanings to marks that they see in different places (30-50) Gives meaning to marks they make as they draw, write and paint. (40-60) Begins to break the flow of speech into words. (40-60) Hears and says the initial sound in words. (40-60) Writes own name. (40-60) Links sounds to letters (40-60) I am learning to say key words or phrases from stories I know I am learning to say the missing word or phrase when joining in with familiar rhymes and stories I am learning to notice the difference between the marks I make I am learning to comment and explain some of the marks that I make <p>Reading</p> | <p>Number (1-5)</p> <ul style="list-style-type: none"> Children count reliably with numbers from 1 to 5 Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 5 objects. Counts an irregular arrangement of up to 5 objects. I am learning to give a small amount of objects from a group when asked I am learning to say number names in sequence I am learning to experiment with marks and symbols to represent number I am learning to notice different quantities I am learning to use some words to | <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. I am learning to act out events from my life at home I am learning to make relationships with other children I am learning to notice that I am the same as some people and different from others. I am learning to talk about people who are important in my life I am learning to look carefully at the world around me I am learning to notice some of the features of the things in my immediate environment I am learning to ask questions and make comments about the world around me. | <ul style="list-style-type: none"> Uses movement to express feelings. Creates movement in response to music. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Developing preferences for forms of expression. I am learning to create sounds I am learning to experiment with some materials and media I am learning to play imaginatively by pretending I am learning to move in response to music |

| Specific Areas | Literacy (L) | Mathematics (M) | Understanding the world (UW) | Expressive arts and design (EAD) |
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| | <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50) • Suggests how the story might end. (30-50) • Listens to stories with increasing attention and recall. (30-50) • Describes main story settings, events and principal characters. (30-50) • Recognises familiar words and signs such as own name and advertising logos. (30-50) • Handles books carefully. (30-50) • Knows that print carries meaning and, in English, is read from left to right and top to bottom. (30-50) • Hears and says the initial sound in words. (40-60) • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (40-60) • Links sounds to letters. (40-60) | <p>talk about quantities</p> <ul style="list-style-type: none"> • I am learning that an amount of objects will change if things are added or taken away. • I am learning to rote count • I am learning to use number names to identify how many • I am learning to notice simple shapes and patterns • I am learning to sort objects • I am learning to use the language of size • I am learning to understand some simple time words | <ul style="list-style-type: none"> • I am learning to operate simple toys • I am learning to operate toys to achieve the desired effect | |
| Autumn 2 | <p>Writing</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. (40-60) • Begins to break the flow of speech into words. (40-60) • Hears and says the initial sound in words. (40-60) • Writes own name and other things such as labels. (40-60) • Links sounds to letters. (40-60) • I am learning to say the missing word or phrase when joining in with familiar rhymes and stories 22-36 • I am learning to recognise that some words sound the same 30-50 • I am learning that some words start with the same sound 30-50 • I am learning to copy a simple rhythm 30-50 • I am learning to keep in time to a beat 30-50 • I am learning to join in rhythmically with | <p>Number (1-5)</p> <ul style="list-style-type: none"> • Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects. • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting <p>Shape, Space and Measure (2d shapes)</p> <ul style="list-style-type: none"> • Explore characteristics of everyday objects and | <ul style="list-style-type: none"> • Talks about why things happen and how things work. • Shows interest in the lives of people who are familiar to them. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Shows interest in different occupations and ways of life. • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Uses ICT hardware to interact with age-appropriate computer software. • I am learning to act out events from my life at home 22-36 • I am learning to make relationships with other children 22-36 • I am learning to talk about important things that have happened to me. 30-50 | <ul style="list-style-type: none"> • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Realises tools can be used for a purpose. • Create simple representations of events, people and objects. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. • Explores what happens when they mix colours. • Experiments to create different textures • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. • I am learning to create sounds 22-36 |

| Specific Areas | Literacy (L) | Mathematics (M) | Understanding the world (UW) | Expressive arts and design (EAD) |
|----------------|---|---|--|---|
| | <p>songs and rhymes 30-50</p> <ul style="list-style-type: none"> I am learning to notice the difference between the marks I make 22-36 I am learning to comment and explain some of the marks that I make 30-50 I am learning to comment on and explain some of the marks I see in different places. 30-50 <p>Reading</p> <ul style="list-style-type: none"> Hears and says the initial sound in words. (40-60) Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (40-60) Links sounds to letters, naming and sounding the letters of the alphabet. (40-60) Begins to read words (40-60) | <ul style="list-style-type: none"> shapes and use mathematical language to describe them. Recognise, create and describe patterns. Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Use familiar objects and common shapes to create and recreate patterns and build models. Shape, space and measures Children use everyday language to talk about money. Beginning to use everyday language related to money. I am learning to say number names in sequence 22-36 I am learning to experiment with marks and symbols to represent number 22-36 I am learning to notice different quantities 22-36 (more, lots) I am learning to use some words to talk about quantities 22-36 I am learning that an amount of objects will change if things are added or taken away. 22-36 I am learning to rote count 30-50 I am learning to use number names to identify how many 30-50 I am learning to represent numbers 30-50 I am learning to match numerals with an amount of objects 30-50 I am learning to notice simple shapes and patterns 22-36 I am learning to sort objects 22-36 I am learning to use the language of size 22-36 I am learning to understand some simple time words 22-36 I am learning to use shapes | <ul style="list-style-type: none"> I am learning to talk about special events 30-50 I am learning to look carefully at the world around me 22-36 I am learning to notice some of the features of the things in my immediate environment 22-36 I am learning to ask questions and make comments and talk about the world around me. 30-50 I am learning to talk about how things work 30-50 I am learning to operate simple toys 22-36 I am learning to operate toys to achieve the desired effect 30-50 I am learning to use a computer to find things out 30-50 | <ul style="list-style-type: none"> I am learning to experiment with some materials and media 22-36 I am learning to keep in time to beat when moving and copy movements in response to music 30-50 I am learning to explore colours to see how they can be changed 30-50 I am learning to play imaginatively by pretending 22-36 I am learning to move in response to music 30-50 I am learning to play imaginatively when pretending to be someone else. 30-50 I am learning to tell my own simple stories using toys 30-50 |

| Specific Areas | Literacy (L) | Mathematics (M) | Understanding the world (UW) | Expressive arts and design (EAD) |
|----------------|--|---|---|---|
| | | <p>appropriately in my play and talk about shapes 30-50</p> <ul style="list-style-type: none"> I am learning to use positional words 30-50 | | |
| Spring 1 | <p>Writing</p> <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. (40-60) Begins to break the flow of speech into words. (40-60) Hears and says the initial sound in words. (40-60) Writes own name and other things such as labels,captions. (40-60) Links sounds to letters, naming and sounding the letters of the alphabet. (40-60) Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60) Continues a rhyming string. (40-60) <p>Reading</p> <ul style="list-style-type: none"> Continues a rhyming string. (40-60) Hears and says the initial sound in words. (40-60) Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (40-60) Links sounds to letters, (40-60) Begins to read words and simple sentences. (40-60) Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (40-60) Enjoys an increasing range of books. (40-60) Knows that information can be retrieved from books and computers. (40-60) I am learning to say the missing word or phrase when joining in with familiar rhymes and stories 22-36 | <p>Number (1-10)</p> <ul style="list-style-type: none"> Children count reliably with numbers from 1 to 10 Recognises numerals 1 to 10. Counts out up to 10 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 10 objects. Counts objects to 10. Counts an irregular arrangement of up to 10 objects. <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems. Orders two or three items by length or height. Orders two items by weight or capacity I am learning to say number names in sequence 22-36 I am learning to experiment with marks and symbols to represent number 22-36 I am learning to notice different quantities 22-36 (more, lots) I am learning to use some words to talk about quantities 22-36 I am learning that an amount of objects will change if things are added or taken away. 22-36 I am learning to rote count 30-50 I am learning to use number names to | <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. Completes a simple program on a computer Uses ICT hardware to interact with age-appropriate computer software. I am learning to act out events from my life at home 22-36 I am learning to make relationships with other children 22-36 I am learning to talk about important things that have happened to me. 30-50 I am learning to talk about special events 30-50 I am learning to look carefully at the world around me 22-36 I am learning to notice some of the features of the things in my immediate environment 22-36 I am learning to ask questions and make comments and talk about the world around me. 30-50 I am learning to talk about how things work 30-50 I am learning to operate simple toys 22-36 I am learning to operate toys to achieve the desired effect 30-50 I am learning to use a computer to find things out 30-50 | <ul style="list-style-type: none"> Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme. Explores the different sounds of instruments. I am learning to create sounds 22-36 I am learning to experiment with some materials and media 22-36 I am learning to keep in time to beat when moving and copy movements in response to music 30-50 I am learning to explore colours to see how they can be changed 30-50 I am learning to play imaginatively by pretending 22-36 I am learning to move in response to music 30-50 I am learning to play imaginatively when pretending to be someone else. 30-50 |

| Specific Areas | Literacy (L) | Mathematics (M) | Understanding the world (UW) | Expressive arts and design (EAD) |
|----------------|--|--|--|--|
| | <ul style="list-style-type: none"> I am learning to recognise that some words sound the same 30-50 I am learning that some words start with the same sound 30-50 I am learning to copy a simple rhythm 30-50 I am learning to keep in time to a beat 30-50 I am learning to join in rhythmically with songs and rhymes 30-50 I am learning to notice the difference between the marks I make 22-36 I am learning to comment and explain some of the marks that I make 30-50 I am learning to comment on and explain some of the marks I see in different places. 30-50 | <p>identify how many 30-50</p> <ul style="list-style-type: none"> I am learning to represent numbers 30-50 I am learning to match numerals with an amount of objects 30-50 I am learning to notice simple shapes and patterns 22-36 I am learning to sort objects 22-36 I am learning to use the language of size 22-36 I am learning to understand some simple time words 22-36 I am learning to use shapes appropriately in my play and talk about shapes 30-50 I am learning to use positional words 30-50 I am learning to use some capacity language | | <ul style="list-style-type: none"> I am learning to tell my own simple stories using toys 30-50 |
| Spring 2 | <p>Writing</p> <ul style="list-style-type: none"> Continues a rhyming string. (40-60) Can segment the sounds in simple words and blend them together. (40-60) Links sounds to letters, naming and sounding the letters of the alphabet. (40-60) Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60) Writes own name and other things such as labels, captions. (40-60) Attempts to write short sentences in meaningful contexts (40-60) <p>Reading</p> <ul style="list-style-type: none"> Continues a rhyming string. (40-60) Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (40-60) Links sounds to letters, naming and sounding the letters of the alphabet. (40-60) Begins to read words and simple sentences. | <p>Number (1-10 secure)</p> <ul style="list-style-type: none"> Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to 10 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Estimates how many objects they can see and checks by counting them <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Explore characteristics of everyday | <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. Shows interest in different occupations and ways of life. They know about similarities and differences between themselves and others, and among families, communities and traditions. ELG Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. ELG Completes a simple program on a computer Uses ICT hardware to interact with age-appropriate computer software. They select and use technology for particular purposes. ELG I am learning to talk about some of | <ul style="list-style-type: none"> Selects appropriate resources and adapts work where necessary. Children sing songs, make music and dance, and experiment with ways of changing them ELG Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. ELG Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme. Constructs with a purpose in mind, using a variety of resources. Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. |

| Specific Areas | Literacy (L) | Mathematics (M) | Understanding the world (UW) | Expressive arts and design (EAD) |
|----------------|--|---|---|---|
| | <p>(40-60)</p> <ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (40-60) • Enjoys an increasing range of books. (40-60) • Knows that information can be retrieved from books and computers. (40-60) • Use phonic knowledge to write words in ways which match their spoken sounds. (ELG) • Also write some irregular common words. (ELG) • I am learning to say the missing word or phrase when joining in with familiar rhymes and stories 22-36 • I am learning to recognise that some words sound the same 30-50 • I am learning that some words start with the same sound 30-50 • I am learning to copy a simple rhythm 30-50 • I am learning to keep in time to a beat 30-50 • I am learning to join in with stories and poems - repeated parts 30-50 • I am learning to talk about the beginning, middle and end of a story 30-50 • I am learning to talk about settings, events and characters 30-50 • I am learning to notice the difference between the marks I make 22-36 • I am learning to comment and explain some of the marks that I make 30-50 • I am learning to comment on and explain some of the marks I see in different places. 30-50 • I am learning to write my own name 40-60 | <p>objects and shapes and use mathematical language to describe them.</p> <ul style="list-style-type: none"> • Recognise, create and describe patterns. • Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes. • Selects a particular named shape. • Use familiar objects and common shapes to create and recreate patterns and build models. • I am learning to say number names in sequence 22-36 • I am learning to experiment with marks and symbols to represent number 22-36 • I am learning to notice different quantities 22-36 (more, lots) • I am learning to use some words to talk about quantities 22-36 • I am learning that an amount of objects will change if things are added or taken away. 22-36 • I am learning to rote count 30-50 • I am learning to use number names to identify how many 30-50 • I am learning to represent numbers 30-50 • I am learning to match numerals with an amount of objects 30-50 • I am learning to identify when 2 sets of objects have the same amount in them 30-50 • I am learning to divide a group of objects in different ways and know that the total is still the same. 30-50 • I am learning to notice simple shapes and patterns 22-36 • I am learning to sort objects 22-36 • I am learning to use the language of size 22-36 • I am learning to use shapes | <p>the things I have noticed in the world around me 30-50</p> <ul style="list-style-type: none"> • I am learning to operate simple toys 22-36 • I am learning to operate toys to achieve the desired effect 30-50 • I am learning to use a computer to find things out 30-50 | <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • I am learning to experiment with some materials and media 22-36 • I am learning to keep in time to beat when moving and copy movements in response to music 30-50 • I am learning to explore colours to see how they can be changed 30-50 • I am learning to use lines to create shapes and objects 30-50 • I am learning to talk about how different things feel 30-50 • I am learning to play imaginatively by pretending 22-36 • I am learning to move in response to music 30-50 • I am learning to play imaginatively when pretending to be someone else. 30-50 • I am learning to tell my own simple stories using toys 30-50 • I am learning to create my own props for role play 30-50 |

| Specific Areas | Literacy (L) | Mathematics (M) | Understanding the world (UW) | Expressive arts and design (EAD) |
|----------------|--|--|--|---|
| | | <p>appropriately in my play and talk about shapes 30-50</p> <ul style="list-style-type: none"> I am learning to use positional words 30-50 I am learning to use some capacity language I am learning to use word such as longer/shorter when talking about length | | |
| Summer 1 | <p>Writing</p> <ul style="list-style-type: none"> Use phonic knowledge to write words in ways which match their spoken sounds. (ELG) Also write some irregular common words. (ELG) Write simple sentences which can be read by themselves and others. (ELG) Some words are spelt correctly and others are phonetically plausible. (ELG) <p>Exceeding - Tickell</p> <ul style="list-style-type: none"> Can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. Use key features of narrative in own writing. <p>Reading</p> <ul style="list-style-type: none"> Read and understand simple sentences. (ELG) Use phonic knowledge to decode regular words and read them aloud accurately. (ELG) They also read some common irregular words. (ELG) Demonstrate understanding when talking with others about what they have read (ELG) <p>Exceeding - Tickell</p> <ul style="list-style-type: none"> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar | <p>Number (1-20)</p> <ul style="list-style-type: none"> Children count reliably with numbers from 1 to 20 (ELG) Recognises numerals 1 to 20. Counts out up to 20 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 20 objects. Counts objects to 20. Counts an irregular arrangement of up to 20 objects <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Children use everyday language to talk about time to compare quantities and to solve problems. Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems. Can describe their relative position such as 'behind' or 'next to'. I am learning to rote count 30-50 I am learning to use number names to identify how many 30-50 I am learning to represent numbers | <ul style="list-style-type: none"> Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another. (ELG) Make observations on animals and plants and explain why some things occur, and talk about changes. (ELG) Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. (Tickell) I am learning to talk about important things that have happened to me. 30-50 I am learning to talk about special events 30-50 I am learning to talk about some of the ways that I am the same and different from others 30-50 I am learning to ask questions and make comments and talk about the world around me. 30-50 I am learning to talk about some of the things I have noticed in the world around me 30-50 I am learning about how things grow 30-50 I am learning how to look after the world around me 30-50 I am learning to recognise when and how things change 30-50 I am learning to operate toys to achieve | <ul style="list-style-type: none"> Sing songs, make music and dance and experiment with ways of changing them. (ELG) Use what they have learnt about media and materials in original ways, thinking about uses and purposes. (ELG) Through their explorations they find out and make decisions about how media and materials can be combined and changed. (Tickell) I am learning to keep in time to beat when moving and copy movements in response to music 30-50 I am learning to explore colours to see how they can be changed 30-50 I am learning to use lines to create shapes and objects 30-50 I am learning to talk about how different things feel 30-50 I am learning to join pieces together to build and balance 30-50 I am learning to use tools appropriately 30-50 I am learning to move in response to music 30-50 I am learning to play imaginatively when pretending to be someone else. 30-50 I am learning to tell my own simple stories using toys 30-50 I am learning to create my own props for role play 30-50 I am learning to create simple representations of events, people and objects 40-60 |

| Specific Areas | Literacy (L) | Mathematics (M) | Understanding the world (UW) | Expressive arts and design (EAD) |
|----------------|--|--|--|---|
| | <p>vocabulary.</p> <ul style="list-style-type: none"> • Can describe the main events in simple stories they have read. • I am learning to recognise that some words sound the same 30-50 • I am learning that some words start with the same sound 30-50 • I am learning to copy a simple rhythm 30-50 • I am learning to keep in time to a beat 30-50 • I am learning to join in with stories and poems - repeated parts 30-50 • I am learning to talk about the beginning, middle and end of a story 30-50 • I am learning to talk about settings, events and characters 30-50 • I am learning to recognise familiar words and signs 30-50 • HA • I am learning to hear and say initial sounds in words 40-60 • I am beginning to segment sounds in simple words and blend them together 40-60 • I am learning which shapes represent letters 40-60 • I am learning to comment and explain some of the marks that I make 30-50 • I am learning to comment on and explain some of the marks I see in different places. 30-50 • HA • I am learning to write my own name 40-60 • I am learning to hear and say the first sounds in words 40-60 • I am learning to segment and blend sounds in sequence, in simple words. 40-60 • I am learning to match letter shapes to their sounds 40-60 | <p>30-50</p> <ul style="list-style-type: none"> • I am learning to match numerals with an amount of objects 30-50 • I am learning to identify when 2 sets of objects have the same amount in them 30-50 • I am learning to divide a group of objects in different ways and know that the total is still the same. 30-50 • I am learning to count sets of objects 40-60 • I am learning to count out objects from a large group 40-60 • HA • I am learning to count beyond 10 40-60 • I am learning to select the correct numeral to represent a number of objects 40-60 • I am learning to use shapes appropriately in my play and talk about shapes 30-50 • I am learning to use positional words 30-50 • I am learning to notice shapes in the environment 30-50 • I am learning to talk about the shapes of everyday objects 30-50 • I am learning to use the correct names for 2D/3D shapes 40-60 • I am learning to order items by length or height 40-60 | <p>the desired effect 30-50</p> <ul style="list-style-type: none"> • I am learning to use a computer to find things out 30-50 • I am learning to use a simple computer program 40-60 | <ul style="list-style-type: none"> • I am learning to choose which colours I need to use for my ideas 40-60 |
| Summer 2 | <p>Writing</p> <ul style="list-style-type: none"> • Use phonic knowledge to write words in ways which match their spoken sounds. (ELG) | <p>Number (1-20 Secure)</p> <ul style="list-style-type: none"> • Solve problems including doubling, halving and sharing (ELG) • Place them in order and say which number | <ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own | <ul style="list-style-type: none"> • Sing songs, make music and dance and experiment with ways of changing them. (ELG) • Experiment with colour, design, texture, |

| Specific Areas | Literacy (L) | Mathematics (M) | Understanding the world (UW) | Expressive arts and design (EAD) |
|----------------|--|---|--|--|
| | <ul style="list-style-type: none"> Also write some irregular common words. (ELG) Write simple sentences which can be read by themselves and others. (ELG) Some words are spelt correctly and others are phonetically plausible. (ELG) <p>Exceeding – Tickell</p> <ul style="list-style-type: none"> Can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. Use key features of narrative in own writing, <p>Reading</p> <ul style="list-style-type: none"> Read and understand simple sentences. (ELG) Use phonic knowledge to decode regular words and read them aloud accurately. (ELG) They also read some common irregular words. (ELG) Demonstrate understanding when talking with others about what they have read (ELG) <p>Exceeding – Tickell</p> <ul style="list-style-type: none"> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Can describe the main events in simple stories they have read. I am learning to recognise that some words sound the same 30-50 I am learning that some words start with the same sound 30-50 I am learning to copy a simple rhythm 30-50 I am learning to keep in time to a beat 30-50 I am learning to join in with stories and poems - repeated parts 30-50 | <p>is one more or one less than a given number. (ELG)</p> <ul style="list-style-type: none"> Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. (ELG) Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. (ELG) Finds one more or one less from a group of up to 20 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. <p>Exceeding Number</p> <ul style="list-style-type: none"> Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups. (Tickell) <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. (ELG) They recognise, create and describe patterns. (ELG) They explore characteristics of everyday objects and shapes and use mathematical language to describe them. (ELG) <p>Exceeding SSM</p> <ul style="list-style-type: none"> Estimate, measure, weigh and compare and order objects and talk about properties, position and time. (Tickell) I am learning to rote count 30-50 I am learning to use number names to identify how many 30-50 I am learning to represent numbers 30-50 I am learning to match numerals with an | <p>immediate environment and how environments might vary from one another. (ELG)</p> <ul style="list-style-type: none"> Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. (Tickell) Make observations on animals and plants and explain why some things occur, and talk about changes. (ELG) They know the properties of some materials and can suggest some of the purposes they are used for.(Tickell) They are familiar with some of the basic scientific concepts such as floating, sinking, experimentation (Tickell) Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. (Tickell) Select and use technology for particular purposes. (ELG) To find out about and use a range of technology (Tickell) I am learning to talk about important things that have happened to me and people who are important to me 30-50 I am learning to talk about special events 30-50 I am learning to talk about some of the ways that I am the same and different from others 30-50 I am learning to ask questions and make comments and talk about the world around me. 30-50 I am learning to talk about some of the things I have noticed in the world around me 30-50 I am learning about how things grow | <p>form and function (ELG)</p> <ul style="list-style-type: none"> Children develop their own ideas through selecting and using materials and working on processes that interest them.(Tickell) Represent their ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (ELG) I am learning to copy movements in response to music 30-50 I am learning to experiment with sounds and how they can be changed 30-50 I am learning to explore colours to see how they can be changed 30-50 I am learning to use lines to create shapes and objects 30-50 I am learning to talk about how different things feel 30-50 I am learning to join pieces together to build and balance 30-50 I am learning to combine different media to create different effects 40-60 I am learning to move in response to music 30-50 I am learning to play imaginatively when pretending to be someone else. 30-50 I am learning to tell my own simple stories using toys 30-50 I am learning to create my own props for role play 30-50 I am learning to create simple representations of events, people and objects 40-60 I am learning to choose which colours I need to use for my ideas 40-60 I am learning to play alongside others in my imaginative play 40-60 |

| Specific Areas | Literacy (L) | Mathematics (M) | Understanding the world (UW) | Expressive arts and design (EAD) |
|----------------|--|--|---|----------------------------------|
| | <ul style="list-style-type: none"> • I am learning to talk about the beginning, middle and end of a story 30-50 • I am learning to talk about settings, events and characters 30-50 • I am learning to recognise familiar words and signs 30-50 • HA • I am learning to hear and say initial sounds in words 40-60 • I am beginning to segment sounds in simple words and blend them together 40-60 • I am learning which shapes represent letters 40-60 • I am learning to segment sounds in simple words and blend them together 40-60 • I am learning to comment and explain some of the marks that I make 30-50 • I am learning to comment on and explain some of the marks I see in different places. 30-50 • HA • I am learning to write my own name 40-60 • I am learning to hear and say the first sounds in words 40-60 • I am learning to segment and blend sounds in sequence, in simple words. 40-60 • I am learning to match letter shapes to their sounds 40-60 | <ul style="list-style-type: none"> amount of objects 30-50 • I am learning to identify when 2 sets of objects have the same amount in them 30-50 • I am learning to divide a group of objects in different ways and know that the total is still the same. 30-50 • I am learning to count sets of objects 40-60 • I am learning to count out objects from a large group 40-60 • HA • I am learning to count beyond 10 40-60 • I am learning to select the correct numeral to represent a number of objects 40-60 • I am learning to recognise numbers 1 to 10 40-60 • I am learning to use shapes appropriately in my play and talk about shapes 30-50 • I am learning to use positional words 30-50 • I am learning to notice shapes in the environment 30-50 • I am learning to talk about the shapes of everyday objects 30-50 • I am learning to use the correct names for 2D/3D shapes 40-60 • I am learning to order items by length or height 40-60 • | <ul style="list-style-type: none"> 30-50 • I am learning how to look after the world around me 30-50 • I am learning to recognise when and how things change 30-50 • I am learning to look closely and notice how some things are the same and some are different. 40-60 • I am learning to operate toys to achieve the desired effect 30-50 • I am learning to use a computer to find things out 30-50 • I am learning to use a simple computer program 40-60 | |