

YR		Communication and Language	Personal, Social and Emotional Development	Physical Development
	Au	- Join in with conversation - Learn and use new vocabulary - Learn rhymes, poems & songs - Engage in storytime - Describe events in some detail	- See themselves as a valuable individual. - Build constructive and respectful relationships. - Manage their own needs.	- 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 - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	Sp	- Use new vocabulary through the day - Ask questions to find out more and to check they understand what has been said to them. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	- Express their feelings and consider the feelings of others. - Build constructive and respectful relationships. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others - Know and talk about the different factors that support their overall health and wellbeing.	- Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, coordination, balance - 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.
	Su	Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly Building Relationships - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

YR		Literacy	Mathematics	Understanding the World	Expressive Art & Design
	Au	- 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 a few common exception words matched to the school's phonic programme. - Spell words by identifying the sounds and then writing the sound with letter/s.	- Count objects, actions and sounds. - Subitise. - Link the number symbol (numeral) with its cardinal number value. - Compare numbers. - Understand the 'one more than' - Select, rotate and manipulate shapes to develop spatial reasoning skills. - Continue, copy and create repeating patterns. - Compare capacity - Continue a repeating pattern	- 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. - Understand that some places are special to members of their community. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside.	- Listen attentively, move to and talk about music, 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.
	Sp	- 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. - Use a capital letter and full stop in a short caption.	- Count beyond ten - 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. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Compare length, weight and capacity	- Compare and contrast characters from stories, including figures from the past. - Draw information from a simple map. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some environments that are different from the one in which they live. - Understand the effect of changing seasons on the natural world around them.	- 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. - Watch and talk about dance and performance art, expressing their feelings and responses.
	Su	Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Number - Have a deep understanding of number to 10, including the composition of each number; Subitise - Children at the expected level of development will: (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Past and Present - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class People, Culture and Communities - Children at the expected level of development will: - Describe their immediate environment using knowledge from	Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive - Children at the expected level of development will:

		Word Reading ◦ -Say a sound for each letter in the alphabet and at least 10 digraphs; ◦ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing ◦ Write recognisable letters, most of which are correctly formed; ◦ Spell words by identifying sounds in them and representing the sounds with a letter or letters; ◦ Write simple phrases and sentences that can be read by others.	Numerical Pattern ◦ Verbally count beyond 20, recognising the pattern of the counting system; ◦ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; ◦ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	observation, discussion, stories, non-fiction texts and maps; ◦ Know some similarities and differences between different religious and cultural communities in this country ◦ Explain some similarities and differences between life in this country and life in other countries, The Natural World ◦ Explore the natural world around them, making Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	◦ Invent, adapt and recount narratives and stories with peers and their teacher; ◦ Sing a range of well-known nursery rhymes and songs ◦ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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