

Communication and Language			
Ask relevant questions		Converse in back and forth exchanges with friends and teachers	
Express ideas and feelings with confidence			
On Entry	Autumn Term	Spring Term	Summer Term
SPEAKING Teach them to...			
	Add 's' to words to show there is more than one of something. For example, 'shoe' becomes 'shoes'	Repeat correct tense in a sentence back to the adult.	Use some correct tenses when speaking independently.
	Use the names of familiar and unfamiliar objects correctly.	Use topic vocabulary correctly when talking to a familiar adult.	
	Answer questions about themselves.	Answer what and when questions	Answer why questions.
	Repeat pure sounds and use them within 2-3 word sentences.	Pronounce p, b, m, w, t, d, g, k, correctly within 3-4 word sentences. <i>Model grammatically correct sentences</i>	Speak clearly in a variety of situations pronouncing words correctly in short sentences (4-6 words). <i>Model extending grammatically correct sentences</i>
	Use facial expressions and actions to convey point of view.	Say what they like or dislike in every day experiences.	Share their point of view and explain it simply.
	Approach another child to talk to.	Start and continue a conversation with an adult showing awareness of needs.	Start and continue a conversation with a classmate and familiar adult.
	Talk to other children when engaged in a similar theme.	Talk to decide on roles within their play.	Talk to others to extend their role and direction of play.
LISTENING Teach them to...			
	Sit and listen to a short story.	Join in with repeated refrains of familiar stories.	Listen to stories for a longer period and retell the story.
	Focus on one task at a time and will stop when asked.	Pause activity to listen to further instructions.	Pay attention to more than one thing at a time.
	Follow a simple instruction with gestures/images	Follow a simple instruction	Follow a two part instruction.
	Follow and join in with simple rhymes.	Remember a song to sing.	Sing a repertoire of songs.
Check they can...			
SPEAKING			
On entry (Sept)	December	March	July
-Can correctly pronounce the sounds p, b, m, w, t, d, g, k, Can make themselves understood (with speech) e.g. drink, toilet. Can communicate needs in 2-3 words e.g. me drink, Displays non verbal responses and interactions: smile Respond with a yes/no can be non verbal) Ask what questions (what's that) Uses familiar words to name objects	-Can correctly pronounce the sounds p, b, m, w, t, d, g, k, -Can repeat back phrases (pronunciation) that can be understood (e.g. watch for tongue tie and glue ear) Can phrase a question to meet their needs Can I drink? Can interact with their peers with 3-4 words Respond with a yes/no (verbal)	-Can correctly pronounce the sounds p, b, m, w, t, d, g, k, -Can communicate what they need by speaking in a short sentence (often learnt phrases can I have a drink) Can respond with a short sentence to a peer -Can answer and ask what and when questions Is beginning to use some adjectives to describe familiar people, places and objects	-Can correctly pronounce the sounds p, b, m, w, t, d, g, k, Speak intelligibly E.g. Check they can pronounce sounds correctly watch out for s, f, l, y, c/k and g. -Can communicate what they want by speaking in a short sentence -Speaks in sentences but does not always follow grammatical rules. -Uses connectives in speech and, or because. -Uses the pronoun I when talking about themselves.

	<p>Ask and answer what and where questions (what is that)</p> <p>Has growing knowledge of names of objects/people and places</p>		<p>-Has back and forth interaction and stays on topic for two to three exchanges.</p> <p>-Ask and answer simple 'why' questions.</p> <p>-Describes familiar people, places and objects in sentences</p> <p>-Seeks additional words for new ways to describe</p> <p>Speaking: 3-4yr old checkpoints from Development Matters 2021 see LINK</p> <p>Screening and interventions for I can for pupils who need additional teaching in order to catch / keep up. See - Universally Speaking: The ages and stages of children's communication development from birth to 5 years LINK</p>
<u>LISTENING</u>			
<p>Respond to their name (can be non-verbal)</p> <p>Turns towards the child /person who is talking</p>	<p>Respond to their name (verbal)</p> <p>Gives eye contact (glance) to someone who is talking to them</p> <p>Joins in and responds to routine linked chants/songs (e.g. its time to tidy up – song)</p> <p>Can shift from one task to another if you fully obtain their attention, e.g. by using their name, but may need several prompts</p> <p>-Listen attentively to a short story</p> <p>-Can follow a 1 part instruction (go and get your coat) linked to routines.</p>	<p>Gives eye contact with adults and peers at different points in an interaction</p> <p>Can shift from one task to another if you fully obtain their attention, e.g. by using their name.</p> <p>-Can join in with repeated phrases in stories e.g. trip trap / we're going on a bear hunt</p> <p>-Can follow a 1 part instruction (that may not be linked to a routine)</p>	<p>-Responds to others with a verbal answer</p> <p>-Can stop and respond, shifting to a different task when asked</p> <p>-Listens to a story or request and then responds appropriately.</p> <p>-Recognise and sing some familiar nursery rhymes.</p> <p>-Listen to and then follow an instruction, which has two parts</p> <p>-Follows unrelated two-step directions given verbally.</p> <p>Listening: 3-4yr old checkpoints from Development Matters 2021 see LINK</p>

Personal, Social and Emotional Development

Show **empathy** and **kindness** to others

Show **determination** to complete a goal

Show **resilience** in the face of challenge

Show **curiosity** about the world around them

	Autumn Term	Spring Term	Summer Term
Teach them to...			
<u>Managing self</u>			
	Explore and choose resources that they want to play with (with support).	Select resources needed for teacher directed activities/play.	Select and use activities with an end goal in mind.
	Give examples of healthy and unhealthy habits and why it is important (e.g. handwashing/toothbrushing)	Identify whether a food type is healthy or not	Say how they can be healthy.
	Say when they need the toilet or needs to be changed.	Go to the toilet when prompted and attempt to manage own hygiene	Manage own hygiene and toileting needs (eg changing themselves).
<u>Self regulation</u>			
	Say what class they are in and follow rules and routines with support.	Follow class routines and rules more independently.	Carry out simple roles of responsibility when asked and say why there are class rules.
	Respond to their peers and familiar adults (with some adult support).	Talk to and engage with familiar adults and classmates.	Talk and respond to unfamiliar adults in the setting demonstrating more confidence.
	Identify and name own emotions and say no or stop as needed.	Identify how others are feeling as a result of their actions (non verbal clues).	Find solutions for conflicts and rivalries, sharing point of view.
<u>Building relationships</u>			
	Play with one class mate (parallel) interacting with facial expressions and gestures.	Approach others to play in a small group.	Extend and elaborate their child initiated play.
	Identify when they are feeling happy or sad and communicate this with another person (e.g. STOP I don't like it)	Know ways to show remorse e.g say sorry/hug/shake hands Can identify basic emotions in others: happy, sad, excitement, anger, nervous Knows how to comfort someone who feels sad	Respond to wider range of emotion in others e.g. recognise anger and the need for children to calm down,
Check they can...PSED			
On entry (Sept)	December	March	July
<u>Managing self</u>			

-Be alert to children who may have poor dental hygiene and diet: alert to safeguarding and make curriculum adjustments as required.	<ul style="list-style-type: none"> - Understands the term 'yours and mine' -Identify their own emotions as happy and sad -Is able to separate from carer without prolonged distress -Seeks help from an adult to help them manage their immediate needs 	<ul style="list-style-type: none"> -Can take turns supported by an adult -emotional reaction is appropriate to the situation (e.g. cross at falling out, but not a tantrum). -Go to the toilet independently (but may need a prompt) -Is reliably dry with adult reminders -Is starting to understand when to ask for help and when they can be independent 	<ul style="list-style-type: none"> -Sometimes shares or take turns with others, (with adult guidance) -Understand that their actions can make others feel happy or sad -Go to the toilet independently (including wiping) -Understand the expectations, boundaries and classroom routines of the school -Shows independence in being able to manage their own needs (go and get a drink for themselves/toilet) Managing self: 3-4yr old checkpoints from Development Matters 2021 LINK
<u>Self regulation</u>			
Watch for children who seem worried, sad or angry for overly long periods (e.g. whole day) and can not be distracted from these emotions. Refer to Leuven scale	<ul style="list-style-type: none"> -Understands and responds to 'stop' and 'finished' -Does not become overly distressed when been told an activity is finished. -Settles to some self chosen activities 	<ul style="list-style-type: none"> -Settles to some adult directed activities (e.g. 5 minutes) 	<ul style="list-style-type: none"> - Settle to some activities, showing engagement and concentration that interests them. Self-regulation:
<u>Building relationships</u>			
-Can tolerate other children playing in proximity / same area as them	<ul style="list-style-type: none"> -Is trying to develop relationships with non-verbal cues e.g. smiles, giving and handing objects -Plays alongside others (interaction may be limited: parallel play where they are paying attention to each other) 	<ul style="list-style-type: none"> -Can identify happy and sad in others -Seeks out others to play alongside 	<ul style="list-style-type: none"> -Play alongside others (in a focussed game/role play) -Show care when others are feeling sad. Building relationships: Development matters observational checkpoint Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?

Physical Development

Use cutlery with confidence

Hold a pencil effectively

Move in a variety of ways safely and with confidence and control

Autumn Term

Spring Term

Summer Term

Teach them to...

Fine Motor

(See DSAT letter formation & pencil grip progression [LINK](#), see pre-writing [LINK](#) and pencil grip [LINK](#) development continuums, and handwriting developmental continuum [LINK](#))

To eat independently and beginning to use a fork effectively.	To hold a knife and fork correctly.	To use a sawing action when using a knife and the fork to hold the food in place.
To use whole hand (tweezer) scissors to make snips in paper (may not be showing a hand preference yet)	To use scissors and make some snips in paper using standard scissors.	To use scissors by holding them in preferred hand and cut following a straight/curved line using the other hand as a support.
To select and hold mark making equipment to make marks	To use a preferred grip to apply enough pressure to mark make (with support if needed/ hand over hand)	To use one dominant hand and have a comfortable grip (eg tripod), to mark make with control
To use whole hand to move items from one area to another (guided by sight eg puzzle pieces) and use pincer grip to move one object at a time (eg buttons, pom poms)	To use a range of fine motor skills (eg pincer grip) to pick up small objects, pinch and turn knobs and one finger to turn on equipment and both hands when picking up larger objects (eg hand to hold a bucket whilst the other collects items to fill)	To select and manage own movements to complete a task.
Will put arms in to coat with adult support and lift up own hood.	To put on own coats (no fastenings)	To do up zips/buttons with support using a range of fine motor skills

Gross Motor

Additional teaching and support for developing physical control, strength and skill

See resources from Highlands Literacy including OT advice and guidance [LINK](#). Targeted intervention for identified children i.e. Learn to move, move to learn

see pencil control resources [LINK](#) and pre-writing resources [LINK](#)).

To use paintbrushes/rollers and make large marks through movements eg waving shapes (crossing midline) using large movements from the shoulder. Refer to progression in physical dvt doc LINK	To use paintbrushes/rollers and are able to make large marks moving from the elbow (vertical and horizontal) Refer to progression in physical dvt doc LINK	To use paintbrushes and are able to make large marks in a clockwise/anti clockwise direction using movements from the wrist. Refer to progression in physical dvt doc LINK
Use alternate feet when climbing stairs (using bannister as a support) <i>Curriculum is developed through equipment development</i>	Independently climb stairs using alternate feet. To confidently climb equipment <i>Curriculum is developed through equipment development</i>	To confidently climb equipment and larger apparatus <i>Curriculum is developed through equipment development</i>
To explore different ways of moving (eg marching, tip toes) and travelling at a steady pace.	To match movements to adult direction eg jump when asked to with some control and pace	To travel in different ways with confidence (rolling, crawling, jumping, running, walking and climbing)

	To copy movements demonstrated by an adult (eg moving both arms at the same time).	To confidently use a range of movements with increasing control in their physical play (crawl/climb and crossing the midline - waving).	To match their developing physical skills to match task and activities (eg crawl, run, walk across a plank)
	To navigate large obstacle/people without colliding (may need adult support)	To be able to find a space away from others (space bubble)	To find a space and to stop safely when directed.
	To get up from the floor and stand still on two legs. To bend over to pick up an item without falling over.	To shift weight from one foot to another.	Balance on one leg for a short period of time
	To get up from the floor and stand in one place .	To kneel/squat in one position for up to five minutes.	To sit comfortably on the floor or a chair for up to five minutes.
	To throw a ball/beanbag to a space.	To throw a beanbag/ball (over arm and under arm) to a designated space.	To throw a large ball/beanbag from themselves to a smaller target
	To sit on a balance bike and begin to move with adult guidance.	To sit on a balance bike and move it from a –b with control and building up some speed by using alternate feet.	To sit on a tricycle and move it from a –b by using cycling movements with feet
		To stand on a 3 wheel scooter and begin to move with support.	To stand on a 3 wheel scooter and push off with the other foot and move from one area to another.
Check they can...			
On entry (Sept)	December	March	July
Fine Motor			
<u>On entry</u> Can pick up and hold onto objects Can use both hands with the same movement at the same time (e.g. push to open the door) Can transfer objects from hand to hand Can move each finger in isolation e.g. point with one finger -Can control hand movements guided by their vision (e.g. complete inlay puzzles, post objects through boxes)	<u>In December</u> -Has the strength of muscles to operate tweezer scissors to cut -Can use pincer grip to select a small item from one hand to the other (one hand has a hand full of small objects, other hand uses pincer grip to select one item and hold it out)	<u>In March</u> -Can put their own coat on (not zip or button) -Can use both hands together to complete a task e.g. one hand holds whilst the other hand pick up large objects - Can pinch and turn e.g. can twist tops off glue, open keys and locks, washers nuts and bolts. -Shows dexterity in picking up and putting small objects into holes e.g. peg boards, peas, rice.	<u>Expected at the end of Nursery</u> -Has strength of muscles to use tools e.g. scissors, hammer and nail -Has a dominant hand -Can use both hands together in a co-ordinated way to complete a task: e.g. scissors (tweezer or spring loaded) with one hand and turn the paper with the other hand. Fine Motor: Development Matters Observational checkpoint Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.
Gross Motor			
<u>On entry</u> -Can navigate safely around the classroom -Avoiding bumping into each other when running on a playground -Demonstrate a range of movements in their play e.g. crawl, jump, run (toddle), roll. Dvt matters checkpoint: Age 3: Climb confidently, using alternate feet	<u>In December</u> -Can transition from different positions e.g. sitting to standing -Can imitate bilateral movements (e.g. both arms up together) -Can walk on tip toes -Can pick up toys from the floor without falling over (balance)	<u>In March</u> -Is reliably dry with reminders to use the toilet from an adult (see also PSED) -Can perform actions across the midline (e.g. clean window across their body) -Has full range of movement at elbow pivot (e.g large rollers and paintbrushes)	<u>Expected at the end of Nursery</u> -Are reliably dry during the day (See PSED) -Demonstrate spatial awareness Show co-ordination e.g. Find a space, pedal a tricycle Show balance e.g. Can balance on one leg Gross Motor: Development Matters Observational checkpoint Around their third birthday, can the

	-Has a full range movement in shoulder pivot (e.g. throw objects with overarm movement, has strength to push)	<i>NB: Observe how pupils are using their bodies, do they have fluid movement, control, able to access and use play equipment?</i>	child climb confidently, catch a large ball and pedal a tricycle?
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Literacy

	Autumn Term	Spring Term	Summer Term
Teach them to: Read			
	Identify rhyming words.	Identify initial sounds in words	Identify initial sounds in words and say when they are start with the same letter. Count and clap syllables in a word.
	Say an object that begins with a sound (I spy)	Match pictures to segmented words.	Blend orally segmented words with no resources.
	Handle books carefully Look at books with a familiar adult	Handle books carefully	Turn the pages and tell the story from the pictures
	Look at pictures from favourite books and talk about what they notice.	Talk about familiar stories they have heard. Make a simple prediction (as a class)	Talk about familiar stories using story language and make connections with other stories.
	Identify print in books and the environment.	Recognise own name.	Identify letters from their name.
Teach them to: Write (see PD)			
	Handwriting (see handwriting developmental continuum LINK and DSAT letter formation & pencil grip progression LINK.) Plan according to pre-writing LINK and pencil grip LINK development continuums (for all).		
	Explore and use different mark making equipment. Teach the movements up and down, forward and backward	Mark make and give meaning to marks using different strokes that lead to letter writing. (e.g directions and shapes: arches)	Form letters and say what they have written (e.g letters from name or initial sounds)
	To explore and use different chunky mark making equipment (any direction)	To trace lines and circles (making a clockwise/anti clockwise movement) Mark make with small mark making equipment pencils, chalks, pens using different strokes that lead to letter writing. (eg directions and shapes)	To practice marks that, involve multiple movements e.g. square, cross, zig zag figure of eight, spiral wave) To practice anticlockwise and clockwise movements
Check they can: Read			

On entry (Sept)	December	March	July
<ul style="list-style-type: none"> -Children enjoy and join in with songs and rhymes -Recognises familiar logos 	<ul style="list-style-type: none"> - Identify environmental sounds e.g. doorbell, kettle boil, -Recognise simple cvc rhyming words in a familiar text e.g ran and man (gingerbread man) 	<ul style="list-style-type: none"> -Can find matching rhyming words e.g. what rhymes with cat? -Recognise the first letter of their name -Name a favourite story -Holds a book and turns the pages 	<ul style="list-style-type: none"> -Orally blend some simple cvc words -Can talk about their favourite story -Recognise their name -Recognise an initial sound at the start of a word -Can continue a rhyming string with their own alternative -Identify objects that start with the same sound <p>Word reading: 3-4yr old checkpoints from Development Matters 2021 &</p> <p>Comprehension: 3-4yr old checkpoints from Development Matters 2021 - see LINK</p>
Check they can: Write			
<ul style="list-style-type: none"> -Makes marks in any form (e.g. scribble) 	<ul style="list-style-type: none"> Can scribble in different directions e.g. up and down, forward and backward. 	<ul style="list-style-type: none"> Can imitate and copy marks and shapes (e.g. circles, diagonal lines) Can trace shapes and follow routes on pencil maps -Can make marks using chunky resources (chalks, crayons, whiteboard pens) 	<ul style="list-style-type: none"> -Makes marks using a writing implement (pencil) with one hand on A3 -Write some letters accurately e.g. letters from their name query. Dvt matters states this -Imitate shapes that involve multiple movements e.g. square, cross, zig zag figure of eight, spiral wave) <p>Writing: 3-4yr old checkpoints from Development Matters 2021 - see LINK</p>

Mathematics

Number sense – see **NCETM Early Years Typical Progression Charts with additional guidance for practitioners** [LINK to NCETM PROGRESSION CHARTS](#)

Spatial awareness and reasoning- see **ECMG Spatial Reasoning in Early Childhood** [LINK TO FOLDER with 3 key docs.](#)

Represent maths – see **ECMG Developing Mathematical Graphics in the Early Years** [LINK](#)

Use own symbols and marks which represent meaning, as well as numerals.

Key mathematical learning attributes and behaviours:

1. Noticing maths – saying what they see. Using key mathematical language and vocabulary in talking about learning.
2. Thinking mathematically – notice, assign meaning, make connections (linked with use of manipulatives and representations).
3. Talking mathematically – a) when a child talks, they hear for themselves what they are thinking, b) when children talk they share with another what they are thinking, which can then be facilitated.
4. Being curious about what they see / hear / experience / manipulate in maths.
5. Children making sense and forming connections for themselves rather than being told by adults what it is/isn't.
6. Responding to questions to provoke thinking i.e. Are you sure? How do you know? Which then ensures children have to go deeper and be explicit using words and explanations.
7. Children see and manipulate maths structure through careful choice of visual/representation/manipulative.
8. Children record maths learning as part of sense making. This capture builds over time and enables children to become more secure and notice changes over time.

For further information, see - **Mastery in Mathematics in the Early Years** [LINK](#) and **NCETM Progression representations & structure** [LINK](#)

	Autumn Term	Spring Term	Summer Term
Teach them to: Maths			
Number			
Cardinality and counting			
	Identify when they see 1 item (no matter the placing)	Identify when they see 2 items (no matter the placing)	Identify when they see 3 items (no matter the placing)
	Say number names to 6 in order.	Say number names to 10 in order.	Say number names in order to 10 and above.
	Count 1 item whilst touching 1 object and be able to represent it with objects or fingers.	Count 3 items whilst touching each one (knowing that the last number is the total) and be able to represent it with objects or fingers.	Count 5 items whilst touching each one (knowing that the last number is the total) and be able to represent it with objects or fingers.
	Mark make to represent amounts.	Mark make to represent numbers.	Form some numbers correctly
		Solve real world mathematical problems with numbers up to 3.	Solve real world mathematical problems with numbers up to 5.
Comparison			

	Use the word 'more than' when discussing quantities in play or routines.	Use the word 'less' when discussing quantities in play or routines.	Use language more than/less than when explaining their maths learning.
Composition			
	-Represent 1 with objects or fingers	-Represent up to 3 with objects or fingers	-Can represent up to 5 with objects or fingers
Numerical Patterns			
	Recognise and talk about patterns (e.g. in clothing / print)	Recognise an ABAB pattern	Continue an AB pattern with adult support (spotting any errors that may occur).
Additional strands: Shape and Space			
	Explore and make arrangements with shapes, combining them to make new shapes.	Select shapes for a purpose (e.g triangle for a roof) and name using correct terms	Describe basic shapes using some mathematical language (eg straight, round, sides)
	Use positional language and gestures in their play.	Follow positional language within instructions (e.g route of an obstacle course).	Follow and give a sequence of instructions using positional language (e.g put the teddy under the chair next to the ball)
Additional strands: Measure			
	Talk about familiar events in their normal day.	Sequence events correctly (e.g routines in day or a story)	Using language of first, then, next when sequencing.
	Use language related to size and weight.	Use language related to length and capacity.	Compare objects linked to size, weight, length and capacity.
Check they can... Maths			
<u>On Entry</u>	<u>In December</u>	<u>In March</u>	<u>End of the Year</u>
Number			
Cardinality and counting			
Demonstrates 'counting like' behaviour (joins in with number rhymes)Uses numbers in every day contexts Knows numbers represent an amount	-Says numbers in sequence up to 6 in order (Stable number)	-Shows 1:1 correspondence when counting up to 3 (<i>The number the child says might be incorrect, but they move one object every time they change the number they say.</i>)	-Shows 1:1 correspondence when counting up to 5 -Subitise numbers to 3 (<i>immediate recognition, not counting individually</i>) -Count a small set of objects and tell you how many there are in total (cardinal principle)
Comparison			
			Can identify which group of small objects has more (where the difference is obvious e.g, 10 and 1 objects)

<u>Composition</u>			
	-Can represent 1 with objects or fingers	-Can represent up to 3 with objects or fingers	-Can represent up to 5 with objects or fingers
<u>Numerical Patterns</u>			
		Recognise ABAB pattern	Continue an ABAB pattern
<u>Additional strands</u>			
<u>Shape and Space</u>			
	-Can follow positional language (on / under / in e.g put teddy under the chair)	-Can follow positional language (next to, behind, in front) -Can name basic shapes in the environment and compare them to real life objects (like the sun)	-Can compare objects linked to size, weight, length, capacity -Use words to describe position e.g. behind, next to, in front -Can use informal/mathematical language to describe basic shapes in the environments.
<u>Measure</u>			
	-Can use language related to size and weight; big, small, heavy,	-Can use language related to length and capacity, full, little bit, lots, empty / all gone.	Link capacity to more or less (e.g. this jug has more water where this is obvious)

Understanding the World

Know their own family

Care for our world

Appreciate different religions and culture

Understand how to read a simple map

Autumn Term

Spring Term

Summer Term

Teach them to:

History

	To talk about their life in the present (e.g. family). Have a growing understanding of 'yesterday'	To talk about their life in the present (e.g. family), and things that have recently happened in the past (e.g. event birthday)	To talk about their life in the present, things that have recently happened in the past (e.g. event birthday) and things that are about to happen in the very near future (trip / new school)
	To be able to distinguish between now and next (linked to the school day)	To be able to distinguish between today and tomorrow.	To be able to distinguish between now, next and soon (today and tomorrow and in the close future)
	<p>Related Topics: Marvellous Me & Celebrations</p> <p>Topic Specific Vocabulary: Family (including names they use for family members, e.g. aunty, Nana, Gramps etc). Yesterday, now, next. birthday Christmas, Diwali, Guy Fawkes (fireworks)</p> <p>Knowledge: Children will be taught to talk about their immediate family, naming members that are important to them. The children will begin to develop an understanding that 'yesterday' means something has already happened (in the past). The children will be taught to talk about the events of the school day using visuals to support what is now and what comes next.</p>	<p>Related Topics: Growing</p> <p>Topic Specific Vocabulary: Family (including names they use for family members, e.g. aunty, Nana, Gramps etc). Yesterday, now, next, Christmas today, tomorrow, Easter, Ramadan, Lunar New Year.</p> <p>Knowledge: The children will be taught to use today and tomorrow in reference to activities they do outside of school (e.g. Today I am going swimming). Children will be taught to talk about events that have happened in their lives e.g. a family wedding. Children will develop a knowledge of different celebrations celebrated during the Spring Term.</p>	<p>Related Topics: Summer Holidays, Traditional Tales</p> <p>Topic Specific Vocabulary: Family (including names they use for family members, e.g. aunty, Nana, Gramps etc). Yesterday, now, next, today, tomorrow, at the weekend, at the end of the week, at the start of the week, soon, next week.</p> <p>Knowledge: The children will be taught to talk about life events that have happened to them outside of school, adding details to explain the event. The children will be taught to talk about events that are happening in the near future (e.g. holidays).</p>

Geography

	To know the different types of weather: sun / rain / cold / wind	To know that they should alter their clothing linked to the weather	To know about behaviours linked to weather (e.g. suncream)
	To know where they live and use words to describe it (e.g. busy quiet, shops, road)	To know names of other countries (discuss holidays).	To say how other countries are the same or different.

Science

	To use all their senses for hands-on exploration of their environment and different materials saying what they notice.	To observe their environment and materials using their senses (It smells sweet. It feels hard)	Make comparisons between objects (using material words, rough smooth)
	To name things they observe in their natural environment (e.g tree, flower, insects)	To describe items in the natural environment (tall, green, pretty, rough)	To know that you can care for things in the environment e.g. a plant by watering it, and insect by not standing on it Identify changes of living things over time.
	To push, pull, stretch, squeeze materials through play doh, magnets, water	To use vocabulary such as push, pull, stretch, squeeze to match actions.	To describe how a force that they can observe or feel. Melting/floating and sinking/pushing a ball/magnet (pull)

RE

	To name people in their family and talk about occasions at home	To talk about occasions that are special to other people (e.g. linked to religion or cultural events)	To talk about the world around them, how people believe different things and places that are familiar and unfamiliar.
	To notice how they are the same and different from their classmates.	To name, describe and talk about the lives of people who they know (family and friends)	To talk about how people across the world may be similar or different.
	To act out different (familiar) roles in the role play	To name and show interest in some jobs in the community eg doctors, vets, police, plumber	To say what some professions do (eg plumbers fix taps)

Computing

	To explore and make things work by pressing buttons.	To identify different types of digital devices and what they do (function) exploring them in their play e.g. camera, ipad, cd player)	To independently use electronic toys for a purpose.

Check they can...

<u>On entry</u>	<u>December</u>	<u>March</u>	<u>July</u>
People culture and communities (link RE/Geog)			

-Name and talk about own family make up -Explore environment around them (inside and out)	Talks about their own family and events they have been a part of	-Talk about their own experiences outside of school -Able to name some jobs in the community eg doctors, vets, police, plumber	-Children accept others with differences.
Natural World (Science, Computing,)			
	-Can turn on and off electronic toys and press buttons to create an action -Can name things they observe in their natural environment (eg tree, flower, insects)	-Can tell you what they observe in their environment using their senses (it smells sweet. It feels hard) Show curiosity and respond to the learning environment -explores resources that have been put out -uses all of the environment (inside and out)	- shows respect for class and school environment (inside and out) eg tidies up, puts rubbish in bin, takes care of living creatures
Past and Present (History)			
	No specific check they cans related to history. Whilst we teach children vocabulary linked to past and present, we do not expect children to fully consolidate this until F2		

Expressive Arts and Design

Create drawings, paintings or models with thought and reflection



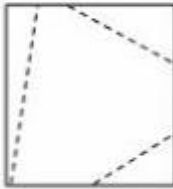
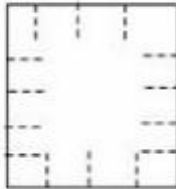


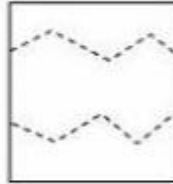
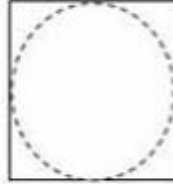
Perform a dance, story, song, poem or rhyme in front of an audience

	Autumn Term	Spring Term	Summer Term
Art/DT			
	To intentionally make marks	To say what they have drawn.	To use drawing to represent movement and/or noises.
	To create closed lines in their drawing and then use those shapes to represent objects.	To draw pictures with more detail – adding features to a face	To represent different parts of a persons face (neck, hair, eyes, nose, lips)
	To name and match colours	To select colours for a purpose	To explore colour mixing and say what they have observed.
	To have a clear understanding of what they want to do	To choose resources according to size	To select resources/materials according to size/shape to create an end goal, joining materials as required.
	To use glue to join things	To use masking tape to join things	To use cello tape to join things
	To handle different textures, food, materials and say what they feel/taste like	To explain what I have made	To say what they liked about their creation
	Topic Specific Vocabulary & Knowledge (please add to linked to topics)	Topic Specific Vocabulary & Knowledge (please add to linked to topics)	Topic Specific Vocabulary & Knowledge (please add to linked to topics)
Music			









	To join in with nursery/number rhymes and copy actions	To sing a song from memory	To sing more than one song from memory To change the words of a song to make a new one
	To listen (with increased attention) to sounds	To copy the sounds/words that an adult makes (voice)	To match the sounds they make to another (pitch, tone, tempo) To identify and describe sounds in a piece of music
	To explore instruments and the sounds they make.	To copy sounds that an adult makes (instrument)	Play instruments (with increasing control) to express their ideas and feelings.
	Topic Specific Vocabulary & Knowledge (please add to linked to topics)	Topic Specific Vocabulary & Knowledge (please add to linked to topics)	Topic Specific Vocabulary & Knowledge (please add to linked to topics)
Dance			
	Can show like/dislike something through facial expressions or gestures.	Can say whether they like/dislike something eg food, music, movement, picture and express a preference.	Can give an opinion on food, music, movement or picture and give a reason why.
	To move freely to music.	To match movements to music (tempo/rhythm)	To copy a sequence of movements related to music/rhythm
	Topic Specific Vocabulary & Knowledge (please add to linked to topics)	Topic Specific Vocabulary & Knowledge (please add to linked to topics)	Topic Specific Vocabulary & Knowledge (please add to linked to topics)
Pretend play			
	To participate in pretend play (with support)	To use objects to represent other items in their role play	To take part in simple pretend play with back and forth exchange
	To explore small world resources using gesture and movement	To create storylines when using small world equipment	To create more imaginative and complex stories as part of small world play.
Check they can...			
<u>Creating with materials (Art)</u>			
<u>On entry</u> -Able to intentionally make marks -Will handle different textures comfortably (without distress - monitor for possible sensory issues)	<u>In December</u> Represent people and objects with lines, attempted circles (not enclosed) and scribbles	<u>In March</u> -Create closed lines in their drawing and then use those shapes to represent objects.	<u>End of Year</u> -Draw pictures with more detail – adding features to a face -Know the names of some colours: red, blue, green yellow, orange brown, black, white, purple pink
<u>Being imaginative and expressive (Music and Dance)</u>			
-Joins in with nursery/number rhymes and copies actions	-Able to sing a simple song from memory	-Able to sing more than one song from memory	Be able to sing a repertoire of songs
<u>Pretend play</u>			
Shows interest in toys and play	Imitating real life situations in their play (cooking dinner / rocking/feeding a baby)	Use objects to create a narrative	Can sustain a narrative, by themselves or with others

Appendix: Progression Maps

1. Scissor control

 <p>Uses two hands to open and close scissors.</p>	 <p>Holds scissors with thumb and four fingers.</p>	 <p>Chops scrap paper into smaller pieces.</p>	 <p>Makes snips into the edges of paper.</p>
 <p>Cuts fairly straight lines across paper.</p>	 <p>Holds scissors using thumb and one finger.</p>	 <p>Cuts angles.</p>	 <p>Cuts curves and circles.</p>

2. Progression in Balancing (PD)

 <p>Balances statically on two feet</p>	 <p>Balances whilst moving axially e.g. standing and bending to touch toes</p>	 <p>Balances statically on two points e.g. one foot and one hand</p>	 <p>Balances statically on an object e.g. balance board</p>
 <p>Balances statically on one foot</p>	 <p>Balances dynamically e.g. whilst walking along a beam</p>	 <p>Balances when landing after jumping</p>	 <p>Balances dynamically on one foot e.g. lifting/moving/lowering other leg</p>

3. Progression in drawing



Scribbles just made of lines.



Scribbles made of lines and enclosed shapes.



Marks including simple pre-writing shapes.



Over-simplified representations of people.



Marks including more complex pre-writing shapes.



More detailed representations of people.



Detailed pictures of other objects using shapes.



More detailed representations of multiple objects.