

Managing Self:
Confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.

Self-regulation:
Understanding of own and others' feelings, and able to regulate their behavior 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, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.

Building Relationships:
Work and play cooperatively and take turns with others. Form positive attachments with adults and friendships with peers. Show sensitivity to their own and others' needs

Personal, Social and Emotional Development

Listening, Attention and Understanding
Listen attentively and respond appropriately to what they hear with relevant questions, comments and actions during whole class and small group discussions. Comment on and ask questions about what they heard to clarify understanding. Hold conversation when engaged in back and forth exchanges with teachers/peers.

Communication & Language

Speaking:
Participate in small group, class, and 1:1 discussions, offering their own ideas, using recently introduced vocab. Offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express ideas and feelings about their experiences using full sentences, including use of tenses and conjunctions. With support from their teacher.

Comprehension:
Demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocab. during discussion about stories, non-fiction, rhymes and poems and during role-play.

Word Reading
Say a sound for each letter of the alphabet and at least 10 digraphs. Read words consistent with phonic knowledge by sound-blending. 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.

Literacy

Fine Motor:
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools i.e. scissors, paintbrushes, cutlery. Begin to show accuracy and care when drawing.

Physical Development

Gross Motor:
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...

Past and Present:
Talk about lives of people around them and their roles in society. Know some similarities and differences between things in the past and now – drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

The Natural World
Explore and make observations of the natural world. Similarities and difference in the natural world. Understand important process and changes, including seasons and changing states of matter.

Understanding the world

People, Culture and Community:
Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Numerical Patterns:
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 and 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.

Maths

Number:
Have a deep understanding of numbers to 10, including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.

Creating with materials:
Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, pattern, texture, form, and function. Share creations, explaining the processes they have used. Make use of props and materials when role playing characters in narratives and stories.

Expressive Arts and Design

Being imaginative and Expressive:
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.