

COMMUNICATION AND LANGUAGE	Listening and Attention	Understanding	Listens to simple stories with a picture stimulus	Enjoys listening to longer stories and can remember some of what happens	Enjoys listening to longer stories and can remember much of what happens	Listens to longer stories and is beginning to explain what is read to them, answering questions	(link to Literacy Progress Model)	Engages in story time, building familiarity and understanding	
			Is beginning to understand how to answer questions	Understands 'who, what, where, when,' questions	Understands 'how' and 'why' questions	Can answer a wide variety of questions independently		Asks questions to find out more and to check they understand what has been said to them	
			Is beginning to listen to adults and other children	Listens when interested in the conversation but loses focus easily	Can listen to their friends and teachers for short periods of time		Can listen to their friends and teachers for prolonged periods of time		
			Listens to rhymes and songs			Listens carefully to rhymes and songs			
			Can focus their attention for a short period of time	Is beginning to focus their attention for longer periods of time	Can focus their attention on one thing at a time		Can shift their focus between two things at a time		
			Follows a simple instruction with support and modelling	Follows a simple instruction	Follows an instruction with two parts		Follows an instruction with more than two parts		
	Speaking	Joins in with singing nursery rhymes	Can sing a selection of songs	Sings a large repertoire of songs	Learns rhymes, poems and songs	Can recite rhymes, poems and songs in a group	Can recite rhymes, poems and songs independently		
		Talks about familiar books	Tells short stories	Tells longer stories		Retells stories with some repetition	Retells their own stories		
		Has issues with some irregular tenses and plurals				Usually speaks using the correct tense			
		Struggles to say 'qu, f, g, t, w, k' as initial/medial sounds		Not yet able to say 'r, j, th, ch, sh' and multisyllabic words			Speaks clearly, saying multisyllabic words and enunciating many speech sounds correctly		
Communicates with survival language and with 1 or 2 words at a time		Is able to communicate using between 1-3 words	Uses sentences of 4-6 words		Is beginning to speak using sentences of 6+ words and beginning to use conjunctions like 'and', 'but' and 'so'	Articulates their ideas and thoughts in well-formed sentences, using connectives			
Children can articulate what they do and don't like		Expresses a point of view and debates when they disagree	Uses talk to help work out problems and organise thinking						
Responds to friends or adults		Starts a conversation with an adult or friend	Starts a conversation with an adult or friend and continues it	Has a long conversation with an adult or friend	Has a long conversation with an adult or friend, switching from topic to topic	Describes events in some detail			
Uses talk to communicate specific needs		Uses talk within their own play	Uses talk to organise themselves and their play		Uses and demonstrates new vocabulary in daily conversation	Develops social phrases Uses new vocabulary in different contexts			

**PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Feelings and Emotions	Can talk about the feelings 'happy' and 'sad'	Can talk about the feelings 'angry', 'scared', 'surprised' and 'excited'	Can talk about the feelings 'jealous', 'worried' and 'frightened' and is aware of synonyms for previously learnt feelings	Articulates how they feel using age appropriate vocabulary  Identifies and moderates their own feelings, socially and emotionally  Expresses their feelings and considers those of others  Thinks about the perspectives of others		
	Recognises when they might be 'happy' or 'sad' and responds appropriately	Recognises when they might be 'angry', 'scared', 'surprised' and 'excited' and responds appropriately	Recognises when they might be 'jealous', 'worried' and 'frightened' and responds appropriately			
		Understands how they can manage 'uncomfortable' feelings appropriately	Is able to ask for help for 'uncomfortable' feelings if they need to		Tells others how they have made them feel	
		Begins to understand how others might be feeling	Recognises the feelings of characters in stories		Beginning to recognise that animals have feelings too	
	Recognise when and how they need to respond to a friend, showing sensitivity when needed					
Children are able to explain what they do and don't like doing. Children are beginning to identify what they need help with and seek support from an adult or their peers		Children are able to explain what they are good at and what they need to practise	Children understand how they can improve	Sees themselves as a valuable individual		
Behaviour	Children celebrate accomplishment of goals		Children are developing resilience, trying to do something difficult which they want to achieve	Children persevere to reach their intended goal		
	Takes turns in games and group activities with encouragement and support		Takes turns in games and group activities with some support	Takes turns in familiar games and group activities without support	Shows perseverance and resilience in the face of challenge	
	Understands that they need to wait their turn, using props to support them	Understands that they need to wait their turn and can anticipate when it is their turn during circle time	Watches the person who is speaking and knows when it is their turn to speak			
	Developing confidence	Shows confidence when playing with a friend	Shows confidence when playing in a small group and in new social situations			Shows confidence during whole class sessions
		Asks a friend if they can play	Asks for help - 'Please can you help me do up my coat?'		Asks others if they need help - 'Would you like me to help you?'	Thinks about the perspectives of others
	Selects and uses activities and resources, with help, when needed Knows that they need some resources e.g. an apron for painting			Selects and uses activities and resources without help Knows which resources they need to carry out their intended activity		
	Prompted to tidy up	Beginning to tidy up after themselves, putting things back where they came from Children are prompted to sweep, wipe and wash if needed		Children know that they must put something away before getting something else out Children independently sweep, wipe and wash where required		
	Children are beginning to understand right and wrong with adult modelling Children apologise for any negative behaviour choices		Children increasingly follow rules independently	Children are aware of rules and why we need to follow them They remind friends of the rules when needed		Builds constructive and respectful relationships  Thinks about the perspectives of others
	Shows an interest in others	Plays alongside a friend	Plays with one or more other children, extending and elaborating on play ideas		Plays in a group, sharing and extending ideas	
	Sometimes shares resources with adults and peers, sometimes requiring support		Shares resources with friends if they are asked for something	Offers to share resources - 'Would you like this...?'	Is able to explain the importance of sharing	
Beginning to resolve conflicts, asking an adult if they need support		Resolving conflicts by themselves, where possible, and not retaliating  Developing appropriate ways of being assertive		Children are able to determine when a situation requires adult intervention		

		Children begin communication with people by first saying their name or 'excuse me'. Children do not need to be physical to get attention	<b>Becomes more outgoing to unfamiliar people</b>	Has an awareness of stranger danger	
<b>PSED</b>	<b>Responsibility</b>	Recognises their own belongings and knows to store their items on their peg	Puts their cardigan/jumper in a sensible place if they take it off Beginning to name pieces of work that are theirs	Children know what belongs to them and stores items sensibly	<b>Manages their own needs</b>
		Children are responsible for bringing their book back each week	Children are responsible for bringing their reading books and homework back each week		
		Children are responsible for maintaining the indoor and outdoor areas, including the allotment. Children clean up any rubbish and tidy up after themselves, manoeuvring large items as a group			
	<b>Sense of Community</b>	<p>We provide activities and experiences for children which help to develop their sense of community. This includes inviting members of the community into school such as nurses, librarians, community support officers and firemen. As a school community, we would like to provide support to those less fortunate than ourselves, sometimes supporting families within our own school</p> <p>We plan to reach out to neighbours, extended family and the elderly so that we can share stories, experiences, fun and laughter. We also plan to support our local neighbourhood by helping to keep the area clean</p>			
	<b>Attention</b>	See Communication and Language Progress Model			
<b>Hygiene and Personal Needs</b>	See Physical Development Progress Model				

**PHYSICAL DEVELOPMENT**

<b>Gross Motor</b>	Can throw a large ball with both hands	Can throw a small ball with one hand	Can throw a ball or bean bag underarm or overarm	Can throw rugby balls, javelins, and frisbees	Can throw a ball at a given target	<b>Further develops and refines ball skills</b>  <b>Develops confidence, competence, precision and accuracy when engaging in ball activities</b>
	Catches a large ball from a short distance	Catches a small ball or bean bag from a short distance		Can catch larger items from a longer distance	Can catch smaller items from a longer distance	
	Can kick a large ball in a straight line	Can kick a large ball at an intended target	Can walk with a ball	Can run with a ball	Can dribble in and out of targets	
	Rides a trike independently	Rides a balance bike, moving their legs alternately	Rides a balance bike, occasionally lifting up their feet		Rides a bike with/without stabiliser	<b>Progresses towards a more fluent style of moving</b>  <b>Develops the overall body strength, co-ordination, balance and agility required for future P.E. sessions</b>  <b>Combines different movements with ease and fluency</b>  <b>Revises and refines fundamental movement skills</b>
	Rides a scooter independently, moving one leg backwards and forwards			Rides a scooter by pushing with their foot and resting both feet on the scooter		
	Sits on a scooter board and pushes themselves along			Experiments with other ways of riding the scooter board		
	Skip, hop, stand on one leg and hold a pose			Can demonstrate different types of balances (hi arabesque)	Can balance using different body parts	
	Balances a quoit on their head		Walks along a bench independently	Walks along a balance beam	Can balance a ball on a bat	
	Go up steps and stairs independently	Go up steps and stairs, or climb up apparatus, using alternate feet		Climbs apparatus, going up forwards, over and coming down backwards		
	Remembers sequences and patterns for simple nursery rhymes	Remembers sequences and patterns for more complex nursery rhymes	Increasingly able to use and remember sequences and patterns of movement, related to music		Remembers sequences and patterns to music without words	
	Uses large-muscle movements (shoulder pivot) to produce vertical and horizontal lines	Uses large-muscle movements (shoulder pivot) to produce circles and +	Uses large-muscle movements (shoulder pivot) to produce squares	Uses large-muscle movements (shoulder pivot) to produce diagonal lines	Uses large-muscle movements (shoulder pivot) to produce X and triangles	
	Uses smaller muscle movements (elbow pivot) to produce vertical and horizontal lines	Uses smaller muscle movements (elbow pivot) to produce circles and +	Uses smaller muscle movements (elbow pivot) to produce squares	Uses smaller muscle movements (elbow pivot) to produce diagonal lines	Uses smaller muscle movements (elbow pivot) to produce X and triangles	
	Children are encouraged to sit on the carpet and at the table			<b>Children sit with their feet flat on the floor whilst seated at a table</b> <b>Children are encouraged to sit up straight on the carpet</b>		
	Is able to hold onto a parachute	Is able to use a rolling pin	Start to eat independently, learning to use a knife and fork	Is able to use a knife and fork	Uses a wide range of equipment that requires the co-ordination of both hands (with precision)	
	Can walk, run, crawl and climb when directed	Can walk, run, crawl and climb independently	Match their developing physical skills to tasks and activities	Can walk, run, crawl, climb, hop, jump and skip with increasing control		
	<b>Fine Motor</b>	Is beginning to use scissors. Uses large tweezers, large nuts and bolts and is able to thread. Is able to use other large one-handed tools such as hammers		Uses one-handed tools and equipment	Can use scissors with precision, uses small tweezers, smaller nuts and bolts and geo boards Is able to use other small one-handed tools such as single-hole punches	
Palmer grasp		Static tripod/quadrupod grasp	Use a comfortable grip with good control  Dynamic tripod grasp		Develops control further and is able to replicate patterns, letters and numbers with ease	<b>Develops the foundations of a handwriting style which is fast, efficient and accurate</b>

		No hand dominance	Beginning to show strength in a particular hand	Child recognises their preference for a dominant hand			
PHYSICAL DEVELOPMENT	Healthy Choices	Is aware of healthy and unhealthy foods Independently accesses the outdoor area for exercise and knows why we need to exercise		Makes healthy choices	Is aware that you can eat unhealthy food in moderation and is able to explain the importance of washing hands	Is able to explain the effects of exercise, sleep and reducing screen time	Knows and talks about contributors to health and wellbeing
	independence	Starts taking part in adult led group activities	Starts taking part in child-initiated group activities	Starts taking part in group activities which they make up			
		Collaborates with others to manage large items (with adult guidance)	Collaborates with others to manage large items	Collaborates with others to manage large items appropriately			
		Uses a spoon, fork and knife (to spread) independently	Peels their own fruit and pierces their own milk carton	Starts to eat independently, learning to use a knife and fork	Opens their own straw and pours their own drink/milk	Uses a knife and fork with precision	Further develops the skills they need to manage the school day successfully
		Can put their own shoes, socks, hats and mittens on	Can put their own aprons on and pull clothing up and down for the toilet	Put their coat on by themselves and zip it up	Can get changed with minimal help (buttons)	Puts on gloves and e.g. puddle suits independently	
		Washes their hands independently	Uses the toilet and wipes themselves	Blows their nose, disposing of the tissue and washing hands	Ensures they are eating enough food and drinking enough water	Tidies up, takes jumper off if hot and puts it on if cold	
resources	Large soft balls, small balls, tennis balls, basketballs, footballs, bats, bean bags, javelins, frisbees, bikes, scooters, quoits, benches, ribbons, parachute, soft play, climbing frame dome, climbing frame/slide, skipping ropes, space hoppers, balance boards, stepping stones, seesaw, tyres, balance bowl, tunnels, sieves, Duplo, wooden blocks and large bricks, sellotape dispenser, single hole punch, stapler, weaving frame, dustpan and brush, sweeping brush, scissors, pencils, large tweezers, paintbrushes, hammers, playdough tools/cutters, spoons, shakers, spray bottles, whisks, pipettes, spatulas, knives, forks, jugs, measuring cylinders, bingo dabbers, nuts and bolts, gardening tools, threading, pegs and peg boards, elastic bands and geo boards, small tweezers, golf tees, playdough, ribbons, cotton buds, stencils, beads, puzzles, cotton reels, shape sorters, peel stickers, sewing needles etc...						
	Confidently and safely uses a range of large and small apparatus						

LITERACY	Reading	Knows how we hold a book, which way we turn the pages and that we read from left to right	Can identify spine, front cover, back cover and title Understands why we have books	Has an awareness of pages, words and letters	Is able to explain what the job of an author and illustrator are	Enjoys listening to/reading a wide range of books, fiction and non-fiction, and can explain the difference	Can find the blurb and explain what its purpose is		
		Enjoys listening to stories	Enjoys choosing their own books to read	Enjoys sharing books with an adult	Re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment Enjoys reading for pleasure and is building up confidence, fluency and understanding when reading				
		Recognises words with the same initial sound			Recognises words which have the same phoneme e.g. 'g-oa-t', 'b-oa-t', 't-oa-d'				
					Reads individual letters by saying the sounds for them	Reads some letter groups that each represent one sound			
						Blends sounds into phase 2 words	Blends sounds to read phase 3/4 words		
						Reads phase 2 phrases and sentences	Reads phase 3/4 phrases and sentences		
		Recognises their name				Reads phase 2 'tricky words'	Reads phase 3 'tricky words'		Reads phase 4 'tricky words'
		Counts syllables in a word	Can clap syllables in a word	Can independently identify how many syllables there are	Reads words with 1 syllable				Reads words with more than 1 syllable
	Understands that rhyme is different to categorising	Matches rhyming words	Suggests words which rhyme						
			Engages in extended conversations about stories, learning new vocabulary		Can answer closed questions involving literal retrieval	Can answer open questions involving literal retrieval	Answers questions relating to vocabulary, prediction and sequence		
	Writing	Participates in fine motor activities	Uses print and letter knowledge in early writing - knows that their print carries meaning	Children are able to write initial sounds	Spells words by identifying sounds and writing the letters	Writes captions by identifying sounds and writing the letters for each word		Writes short sentences (Then with a capital letter and full stop)	
		Re-reads what they have written to check that it makes sense							
		Children can write the first letter of the name	Children can write some of their name	Children can write all of their first name	Children can write their first name and surname				
		Draws circles, lines and other shapes (mark-making)	Is beginning to form letters (letter-shapes)	Writes some letters accurately			Gradually decreases letter size, beginning to write on the line	Forms lower case and capital letters correctly	

# MATHEMATICS

## Cardinality and Counting

Says number names in an incorrect order	Say number names in sequence to 3, using 1:1 correspondence	<b>Count beyond 5</b>	Say number names in sequence to 10, starting from different numbers	Say number names in sequence to 15, starting from different numbers	<b>Count beyond 20</b> Say larger number names in sequence crossing boundaries e.g. 19/20 and 29/30, starting from different numbers
	Say number names in sequence back from 3	Say number names in sequence back from 5	Say number names in sequence back from 10, starting from different numbers	Say number names in sequence back from 15, starting from different numbers	Say number names in sequence back from 20, starting from different numbers
Can recite number songs/rhymes within 5: 'Five Little Speckled Frogs', 'Five Little Ducks' and 'Five Currant Buns'			Can recite number songs/rhymes within 10: 'Ten Little Men in a Flying Saucer' and Jack Hartmann ( <a href="http://www.youtube.com">www.youtube.com</a> )		
Says some number names but not for each object	Counts objects to 3 using 1:1 correspondence	<b>Counts objects to 5</b> (understanding that the last number tells you how many there are) in a variety of ways including objects that cannot be seen, touched or moved	<b>Count objects to 10</b>	Count objects to 20+	
Subitise to 1	Subitise to 2	<b>Subitise to 3</b> by recognising regular arrangements of small quantities (e.g. dice face, numicon) and irregular arrangements (e.g. small handfuls), hidden object games (memory - items on a tray) and 'show me' fingers	Subitise to 5 (e.g. dice face, numicon) and irregular arrangements (e.g. small handfuls), dot cards, dominoes, irregular spots on dice	<b>Make a sensible guess of quantities within 10</b>	
Recognises some numbers	Link numerals and amounts to 3	<b>Links numerals and amounts to 5</b> by matching number symbol with quantity (using a range of number symbols: wooden, calculator, handwritten and books in various fonts)	Link numerals and amounts to 5+	Link numerals and amounts to 10+	<b>Link numerals and amounts to 20</b>
Orders numbers to 3	Orders numbers to 5	Orders numbers to 10	Orders numbers to 20		
Compares quantities using 'more than'	Compares quantities using 'more than', 'less than' and 'the same' by comparing collections (objects with various sizes) and labelling/mis-labelling collections	Compare numbers using 'more than', 'less than', 'fewer', 'equal to' by comparing collections of the same number (check by matching on a 1:1 basis)	<b>Children understand the difference between quantity and size</b> by converting two unequal groups into two groups that have the same number and introduce reasoning		
		Children can find 1 more than	Children can find 1 less than	Children can find 1 more than and 1 less than in mixed problems	

# MATHEMATICS

Composition			Understands that addition is the combining of sets of objects	Understands that subtraction is removing objects	Recognises that + means add and - means subtract	
	Combines amounts and knows that they have 'more'		Adds two single digits totally up to 5	Adds two single digit numbers totalling up to 10	Adds two single digit numbers totalling more than 10	
	Takes some away and knows that they have 'less'		Subtracts a single digit number from a number up to 5	Subtracts a single digit number from a number up to 10	Subtracts a single digit from a number greater than 10	
	Solves real world mathematical problems with numbers to 3	Solves real world mathematical problems with numbers to 5		Solves real world mathematical problems with numbers to 10	Solves real world mathematical problems with numbers to 10+	
			Partitions sets of objects using a part-part whole model, exploring composition to 3	Partitions sets of objects using a part-part whole model, exploring composition to 5	<b>Partitions sets of objects using a part-part whole model, exploring composition to 10</b>	
		Knows that when a five frame is full there are 5 objects and when empty there are 0	Knows that when a ten frame is full there are 10 objects and when one row is complete there are 5		Understands that teen numbers are $10 + \_\_\_$	
			Recognises that after each unit of 10, we go back to 1 again	Recognises patterns such as 6, 7, 8 and 16, 17, 18	Can use the vocabulary of 'tens' and 'ones' to explain pattern	
			Knows that $5 + 5$ and $10 + 0$ make 10	Can recall some number bonds to 10	<b>Can recall all number bonds to 10, explaining the pattern</b>	
	Children 'share' items by giving items to their friends or teachers		Understands that sharing is splitting an amount into equal parts		Understands that halving is sharing into two equal parts	
				Understands that doubling is adding the same number to itself		
	Experiments with their own symbols and marks, as well as numerals. Is able to write numbers of personal significance.		Is able to write numbers 1-5		Can write numbers 1-10	Can write numbers 0-20
	Pattern	Copies and continues repeated patterns with colour (AB)		Continue, copy and recreate repeated patterns (ABC), (ABB) by saying the pattern aloud, using various sizes and orientations and spotting mistakes	Continue, copy and recreate repeated patterns (ABBC), (AABB) by saying the pattern aloud, using various sizes and orientations and spotting mistakes	Recognises and completes complex repeated patterns (ABBCA)
Talks about pattern in the environment (spotty, stripy...)		Can sort items by their colour or pattern	Creates repeated patterns with shape (AB) by saying the pattern aloud and spotting mistakes			
Copies and continues repeated patterns with number (AB)		Creates repeated patterns with number (AB) by saying the pattern aloud and spotting mistakes				



# MATHEMATICS

Shape and Space	Combines 2D shapes to make pictures Select shapes appropriately - triangular roof, square house...		Talks about and explores 2D shapes using informal and mathematical language - corners, sides  Combines shapes to make other shapes	Explores how many corners and sides basic 2D shapes have. Is beginning to explain if the sides are 'straight' or 'curved'	Explores how many corners and sides other 2D shapes have	Compose and decompose 2D shapes so that children recognise a shape can have other shapes within it, just as numbers can	
	Can identify a circle, square, triangle, rectangle		Can identify a star and a heart	Can identify an oval, diamond, pentagon, hexagon and octagon			
	Combines 3D shapes to make pictures Selects shapes appropriately - cube/cuboid for a house		Talks about and explores 3D shapes using informal and mathematical language - corners, faces  Combines shapes to make other shapes	Explores which shapes will roll and which will slide and is beginning to explain why using the vocabulary 'curved' and 'flat'	Children recognise that the faces on a 3D shape often comprise of 2D shapes	Recognises that a cube and cuboid have very similar properties. Uses language such as faces, vertices, edge	
	Can correctly match some 3D shapes		Can correctly recognise and name cones and spheres	Can recognise and name sphere, cube, cuboid, cylinder, cone	Is beginning to explore other shapes such as pyramids and triangular prisms		
	Recognises 2D shapes in the environment			Recognises 3D shapes in the environment			
	Uses the ordinal vocabulary of 'first' and 'last'	Uses the vocabulary 'in', 'on', 'under', 'behind', 'next to'	Can follow an instruction using positional language	Uses the vocabulary 'in-between', 'over', 'above', 'beneath', 'beside'			
	Discusses locations		Describes a familiar route with basic directional language - 'around', 'this way', 'that way' and positional language	Can use ordinal numbers to describe position in a line			Design a route and explain to a friend
	Completes jigsaw puzzles with approx. 5-16 pieces		Completes jigsaw puzzles with approx. 24-49 pieces				
	Uses 'big' and 'small', 'short' and 'tall' to compare size		Make simple comparisons using 'bigger' and 'smaller', 'shorter' and 'taller'	Can order three items by length/height using non-standard measures (e.g. Russian-doll-type nesting) Uses 'biggest', 'smallest', 'shortest' and 'tallest'		Explores standard measures and compares when estimating and predicting size	
	Uses 'heavy' and 'light'		Make simple comparisons using 'heavier' and 'lighter'	Can order three items by weight using non-standard measures (e.g. packing a shopping bag) Uses 'heaviest', 'lightest'		Explores standard measures and compares when estimating and predicting weight	
Uses 'full' and 'empty' to compare capacity		Make simple comparisons using 'more' and 'less'	Can order three items by capacity using non-standard measures (e.g. drinks for Daddy, Mummy, and Baby Bear) Uses 'full', 'empty', 'half empty'		Explores standard measures and compares when estimating and predicting capacity		
Begins to understand the vocabulary 'first', 'last' and 'soon'	Begins to describe sequences of events using next, after, later		Children can talk about significant times of the day, home time, lunch time etc... and then sequence them  Introduce o'clock times	Children can identify if it takes a shorter or longer time to do something  introduce specific time durations through challenges	Children can use language before, after, yesterday, today, tomorrow		
Knows some of the days of the week			Says the days of the week in order			Can tell you which day comes before/after a given day	
Understands that we need to pay for items in a shop and can talk about what they would like to buy			Talks about the different ways we can pay for things	Recognises that there are different coins	Can pay for items using 1p coins		

# UNDERSTANDING THE WORLD

Computing	Mark make on paint software on the IWB		Select brushes, colours and rubbers when drawing on paint software	Use various tools such as brush, pens, stamps, erasers and shapes with support		
	Can play simple games on the IWB by pressing buttons		Can play simple games on the IWB by dragging and dropping items		Children can independently change games or increase levels of difficulty on games	
	Children can switch an iPad on and off	Children can take photos on the iPad		Children can record videos on the iPad	Children can edit photos Erases content and understands how to charge the cameras	
				Children know to ask for help if needed	Children know what personal information is and know that it should not be shared online	
Geography	Knows what a map is used for		Identifies features on a simple map - in familiar environments such as the classroom and outdoors		Can use maps to locate objects in 'real life' Can briefly explain the difference between human and physical features - which items can and can't be moved	
	Knows that we live near Tamworth which is in a country called England		Knows that there are different countries in the world		Children ask questions about the world and enjoy looking at maps and globes Children are able to name towns, cities or countries with familiar links	
	Knows where they live (house, flat, bungalow)	Can explain features of other homes		Knows that different countries have different homes	Can identify similarities and differences between homes in our country Can identify similarities and differences between homes in other countries	
	Can articulate what daily life is like for them in our country		Using pictures, explains what life may be like for children in other countries		Makes comparisons between life for children this country and other countries	
	Talk about what they see in their own environment (school/home) using a wide vocabulary		Talk about local environments (their road, playground, park, library, town centre, landmarks)		Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world	
History	Able to say who they are and who they live with		Can briefly talk about some members of their family	Can talk about past and upcoming events with their immediate family	Can talk about members of immediate family in more detail Can discuss similarities and differences between people in their family	
	Shows an interest in different occupations (nurse, doctor, police, fire...)		Talks about a wider range of occupations (electrician, teacher etc...)	Is able to discuss different occupations of family members	Can identify emergency situations and knows who to call Can identify similarities and differences between jobs	
	Sequence family members by size and name (baby, child, adult)		Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)		Sequence family members, explaining who they are and the key differences between what they can/can't do	
	Comments on fictional characters in stories		Shares likes and dislikes	Shares some similarities between characters, figures or objects	Compare and contrast characters from stories, sharing similarities and differences	
	Comments on historical figures or objects in non-fiction texts				Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences	
Science	Explore collections of materials	Explore collections of materials, identifying similar and different properties		Talks about differences between materials and changes they notice.	Explores the natural world around them	
	Uses senses in hands on exploration		Can name their five senses		Explain what their five senses are	
	Explores how things work		Explores and talks about forces (push and pull)		Explores non-contact forces (gravity and magnetism)	
	Understands that the weather changes and that in different countries you have different weather		Can identify what you need to wear for each season and why	Names and orders seasons		Understand the effect of seasons on the natural world, discussing when and how things grow
	Understands the difference between plants and animals	Plants seeds and cares for growing plants with support	Can explain the life cycle of a flower (e.g. a sunflower) and a butterfly	Can say what plants need to survive	Can talk about different life cycles	Understands the need to respect and care for the natural environment and all living things

UTW	RE	'Understanding Christianity' and Coventry and Warwickshire ('SACRE') units to be covered - as requirements for a Church of England school			
	RE (links)	Comments on recent pictures of experiences in their own life. "This was me at the farm..."	Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali"	Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)	Comments on pictures of a wide range of celebrations (eg Diwali, Christmas)
		Knows that there are special places of worship		Can name different religious venues (eg Church, Mosque, Gurdwara)	
		Knows that there are differences between what people believe	Developing positive attitudes about differences between people		Can articulate what festivals others celebrate and begin to explain in more detail

EXPRESSIVE ARTS AND DESIGN	painting skills	Use pre-made paints and are able to name colours		Able to mix primary colours to make secondary colours		Add white or black paint to alter tint or shade		Colour matching to a specific colour and shade		
		Enjoys using hands, feet and fingers to paint	Can hold a paintbrush in the palm of their hand	Can use thick brushes	Can use thin brushes to add detail	Can hold a paintbrush using a tripod grip		Can independently select additional tools (stamps, rollers etc) to improve their painting		
		Print with large blocks and larger sponges		Print with small blocks, small sponges, fruit, shapes and other resources		Create patterns or meaningful pictures when printing				
	drawing skills	Makes marks	Draws faces with features and draws enclosed spaces, giving meaning	Draws "potato people" (no neck or body!)		Draws bodies of an appropriate size for what they're drawing		Draws with detail (bodies with "sausage limbs" and additional features)		
		Draws circles and lines		Children are able to draw things that they observe		Children are able to draw simple things from memory		Children are beginning to draw self-portraits, landscapes and buildings/cityscapes		
	collage skills	Use glue sticks with support	Use glue spatulas with support	Use glue sticks and glue spatulas independently		Join items with glue or tape		Join items in a variety of ways - sticky tape, masking tape, string, ribbon		
				Adds other materials to develop models (tissue paper, glitter...)		Knows how to improve models (scrunch, twist, fold, bend, roll)		Knows how to secure boxes, cardboard rolls and decorate bottles		
		Product is all one texture		Additional textures - children describe as smooth or bumpy Beginning to weave (gross motor)		Adds textures - smooth, rough, bendy, hard Improved weaving (fine motor)		Developed vocabulary - 'flexible', 'rigid'		
	sculpture skills	Builds towers by stacking objects	Builds walls to create enclosed spaces	Builds simple models using walls, a roof and towers		Builds models which replicate those in real life				
						Can use a variety of resources - loose part play				
			Explores clay	Makes marks in clay	Manipulates clay, (rolls, cuts, squashes, pinches, twists...)		Makes something that they give meaning to		Makes something with clear intentions	

EXPRESSIVE ARTS AND DESIGN

Music	‘Changara’ units to be covered				
Music (links)	Enjoys listening to music	Responds to music	Talks about how music makes them feel		Understands emotion through music and can identify if music is ‘happy’, ‘scary’ or ‘sad’
	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)		Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)  Plays a given instrument to a simple beat		Selects own instruments and plays them in time to music  Can change the tempo and dynamics whilst playing  Knows how to use a wide variety of instruments.  Beginning to write own compositions using symbols, pictures or patterns
singing and dancing skills	Moves to music	Copies basic actions	Learns short routines, beginning to match pace		Learns longer dance routines, matching pace
	Beginning to watch performances for short periods of time		Watches dances and performances	Shares likes and dislikes about dances/performances	Replicates dances and performances
	Knows some words when singing	Sings in a small group	Sings in a group, trying to keep in time		Sings in a group, matching pitch and following melody  Sings by themselves, matching pitch and following melody
roleplay	Plays with familiar resources		Uses own experiences to develop storylines		Uses experiences and learnt stories to develop storylines  Uses imagination to develop own storylines
	Simple small world (farm, cars, trains, dolls)		Participates in small world play related to rhymes and stories		Children enhance small world play with simple resources  Enhance with resources that they pretend are something else
independence	One piece of paper provided to child	Chooses a piece of paper from a selection of two or three options	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)		Begins to paint on other materials - card, fabric, clay
	Creates their own piece of art	Creates their own piece of art and gives meaning	Creates their own piece of art and begins to self-correct any mistakes		Returns to work on another occasion to edit and improve
	Children work independently to develop basic skills		Works with a friend, copying ideas and developing skills together		Creates collaboratively, sharing ideas with peers and developing skills further
Resources	Palm brushes, large chalks, whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, pre-mixed paint, primary powder paint colours, glue sticks, glue spatulas, PVA glue, marker pens, card, paper, embellishments		Thick and thin paintbrushes, thinner chalks, thinner wax crayons, thinner pencils, thinner pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB		Watercolour paints, pastels, string, marbles, cutlery, whisks, single-hole punches, staplers (supervised), cotton buds, cotton wool, foil, art straws