

	<u>Early Reading</u>		<u>Early Writing</u>									
	<u>Communication and Language</u>		<u>Expressive Art and Design</u>		<u>Physical Development</u>		<u>PSED</u>			<u>Understanding the World</u>		
	<u>Listening, Attention and Understanding</u>	<u>Speaking</u>	<u>Being Imaginative and Expressive</u>	<u>Creating with Materials</u>	<u>Fine Motor</u>	<u>Gross Motor</u>	<u>Self-Regulation</u>	<u>Managing Self</u>	<u>Building Relationships</u>	<u>People, Cultures and Communities</u>	<u>The Natural World</u>	<u>Past and Present</u>
	Listens with attention	Public Speaking	Listen	Explore	Pencil Grip	Space	Understanding own feeling and regulate behaviour	Healthy eating and personal hygiene	Work and play with other	Our immediate environment	Animals and Plants	People around us
	Is able to maintain focused attention for longer periods. May change their focus if something is of great interest and may fiddle but still be listening.	Describe events in some detail.	Can listen to a piece of music and can discuss how it makes them feel and why.	Can use tools safely and with confidence (scissors, paintbrushes, glue sticks, hole punch, hammers).			Sees themselves as a valuable individual- can talk about their likes, dislikes, family members and cultures.	Can design their own healthy meal/plate and talk about why they chose those foods.	Plays with a larger group of peers organises roles and working co-operatively and constructively.	Listens and responds drawing comparisons to stories and non-fiction texts about the town and seaside.	After close observation draws pictures of the natural world, including animals and plants.	
	Listens in a range of social situations, such as 1:1, small group, class, teachers and peers.	Is confident to speak to a range of staff within school, with another familiar adult presents for support.	Listens to a range of music and can move their bodies in time to the music.	With confidence explore the art work of artists and can say whether they like their work or not and what they like or do not like. With support can imitate artists work. Jackson Pollock (colour mixing and paint)	Using small tools	Can always be able to find their own sitting space, has an increasing confidence when finding their own moving space.	Can express how they are feeling and say why they are feeling like that and with support can choose a behaviour technique to change mood.	Can dress self and can make choices regarding what to wear.	Can play a simple co-operative game without support.	Life in this country and in others	Can describe the similarities and differences between at least two different environments such as the wildlife that lives there or plants that grow etc.	People who help us
	Listens to non-fiction books and recalls some facts asking questions.		Listens to a range of different noises and is able to identify them.				Takes pride in own work and enjoys 'showing' it and explains about it to the class.	Can independently sort foods into different categories				
	Listens to traditional tales and can order and retell 3 stories.							Has an understanding of how to keep themselves safe when working online.				

Summer Term

				Can create something with a purpose in mind, using the items they have explored. Using large and small scale materials.							Can recognise and name farm animals and common pets.	
				Can choose own materials with a purpose to make something of their own choosing.							Can begin to use the correct names for animals and their babies	
	Explanation	Compose and Performing	Can use their experience of creating and making to improve their model independently after discussions with an adult.	Can independently dress and undress, put shoes on and off and fasten buttons.	Can move around an obstacle course with confidence exploring and choosing how to travel around, over, under and through obstacles so that they do not touch them. Can also move around the course in a given way.	Solve problems	Understands right and wrong	Can work and play in a range of situations taking turns when appropriate.			Processes and changes	Can describe how a person from society has helped them or how they can help them.
	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Engages in small world or role-play using narrative from well known stories or their own.	Can independently mix colours to make new colours that they then use to make their own creations.	Drawing and writing	Can move around a space safely avoiding objects on the floor whilst also avoiding crashing into other people.	Express own feelings and modify behaviour according to the situation.	Can use rules within their play- e.g playing with the dinosaur small world, playing a made up outdoor game.	Develop care and concern for others	Religious and cultural communities	Knows some ways we can make solids through adding heat (making cakes) or putting liquids in the freezer.	The Past	
		Perform a story with puppets in a creative way.	Can use scissors to cut out the items that they need.				Can decide if and when someone has broken a rule- can distinguish between right and wrong and can explain the consequence of breaking or following a rule.		Can talk about the church as a place that Christians go to celebrate important times such as Christmas, Easter, Baptism and Wedding			Sort pictures into past and present and order them into piles of before they were born and after they were born.

	Shows Understanding	Can recall facts from non-fiction books and uses these fact in the play.			Can hold pencil correctly and write correctly formed letters.	Strength Balance and Co-ordination	Can talk to other children to solve conflicting arguments and can wait for their turn when they do not get their own way after discussions.	Understands why we have rules for different places and can begin to talk about wider rules such as 'laws'	Can recognise when they are making someone upset and stop this behaviour.	Can look at images of different family set ups and talk about their family set and how we are all loved.	Materials	Can talk about both the similarities and differences between the characters and settings in books? Alfie and Annie-Rose.
												Can talk about things that are the same between the past and now using stories by the author Shirley Hughes such as Dogger.
	Uses prepositions correctly.	Introduces a storyline or narrative to their play.	Appraise	Make and share	Draws pictures that are recognisable to others and have lots of small details.		Follows instructions	Develop confidence and resilience	Build positive relationships	Can talk about what happens at a Christian wedding.	Can predict with success which items might float and sink.	Our Past
	Ask questions to find out more and to check they understand what has been said to them.	Expression	Is able to express why they liked or disliked something they have seen or heard.	Can choose their own joining materials and say why they have chosen to use that material.	Confident Writers		Can follow more complex instructions of three steps of more.	Shows resilience and perseverance in the face of challenge.	Is confident to talk to peers and adults and express their own thoughts, feelings and opinions.		Can predict successfully which materials will attract to a magnet.	Can discuss what they can do now that they are 4. Can discuss how they celebrated their birthday. Can use photographs to talk about children's memories of things that have happened before. Discuss what they can do now that

												they couldn't do before and how they have changed and grown
Holds Conversation	Articulate their ideas and thoughts in well-formed sentences.	Uses props and materials to 'perform' shows including dancing and singing.	Can use a variety of straight, curved and zigzag lines to represent objects, people and places		Can hold a simple balancing pose for 5 seconds.	Set simple goals and gives focused attention to activity even when their friend might not want to continue the play.	Is interested in new activities that may appear challenging or that may not be in a familiar area.	Initiates conversations taking turns when talking, sharing ideas and thoughts and showing respect to others ideas.				
Begins to use humour and repeat nonsense rhymes and jokes.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events		Shows resilience and pride in completing their creation (mostly independently) and can share this with an adult or another child, talking about their creation, explaining what materials they have used and why they have used them.		Can create their own continuous movements displaying confidence in moving to the beat of the music.	Can sit and take part in group work for up to 8 minutes.		Has small friendship group and may have developed romantic feelings (developmental norm)				
			Can draw recognisable person with added details such as glasses, the correct hair colour, shoes and some clothing.									
			Choose to go to the paint area, writing area and workshop with a purpose in mind.									
Listens and responds to ideas expressed by others in conversation or discussion			Use									
			Can use props and materials in the gluing area, theatre area, role play areas and outside areas when role-playing different		Using the taught skill to show success in catching a light object in isolation.							

				roles or when acting out familiar stories								
						Can catch a heavier ball with 2 hands in combination.						
						Using a ball can show signs of attempting to keep it close to their feet and may use different parts of their feet to move the ball.						
						Energetic Movements						
						Confidently uses a variety of apparatus and can climb onto it using their upper body to pull themselves up, travel across it in a variety of ways and exit the apparatus by jumping using arms and bents legs.						
						Can confidently and safely take off on two feet and land on two feet whilst jumping.						
						Create their own rules for a team game with their teacher and class.						
Trips										Visit to the church (Wedding)- People,		Visit to Preston Park/butterfly

											culture and communities		world-Past and present and the natural world
Books	<p>Hansel and Gretel</p> <p>Puss in Boots</p> <p>The Three Billy Goats Gruff</p> <p>Town Mouse and Country Mouse</p> <p>Mrs Armitage on Wheels</p> <p>Handa's Surprise</p> <p>Shhh!</p> <p>Mr Grumpy's Outing</p> <p>The Gruffalo</p> <p>Goodnight Moon</p> <p>Whatever Next!</p> <p>Six Dinner Sid</p> <p>On the Way Home</p> <p>Rosie's Walk</p> <p>Owl Babies</p> <p>Farmer Duck</p>												
Rhymes	<p>5 Little Speckled Frogs</p> <p>Spider-Man by Sue Hardy-Dawson (pg 84 A First Poetry Book)</p> <p>The Dinosaur Rap by John Foster (pg 99 A First Poetry Book)</p>												
Role-Play	<p>Our House</p> <p>School House</p>												