

My Literacy	My Maths	My Maths	My Communication	My Communication	My Sensory Play	My Creativity	My Outdoor School	My Physical Well-Being	My Independence	My Thinking and Problem Solving (Semi- Formal)	My Wellbeing (PSHE Association)
Reading	Number	Shape, Space and Measure	Imperative communications	Listening and Attention	To play solitary	To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	To familiarise themselves with the essentials for learning in an Outdoor School	To develop gross motor skills using large play equipment.	To identify and utilise appropriate clothing and accessories with regards to; weather, occasion etc.	To gain access to my favourite ..... Toy, snack, drink, i-pad, piece of floppy string etc.	Managing Feeling
To enjoy looking at books and other printed material with familiar people.	To notice changes in number of objects/images or sounds in a group of up to 3.	To recognise big things and small things in meaningful contexts.	To work on I want..... communications	To turn toward a familiar sound then locates range of sounds with accuracy.	To play in parallel	To explore and experiment with a range of media through sensory exploration, and using whole body	To prepare for the outdoor school	To select, access and use a wheeled toy appropriately	To put on and take off various items of clothing	To acknowledge that I want/need equipment	To identify and express feelings
To handle books and printed material with interest.	To develop an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.	To get to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.	To build up a bank of clear and unambiguous likes and dislikes	To listen to, distinguish and respond to intonations and sounds of voices.	To share play	To experiment with blocks, colours and marks.	To be open to advice on the selection of suitable clothing and footwear	Learners will know how to behave in a pool environment.	Development of the fine and gross motor control needed for dressing	To get resources and equipment I want/need	To manage strong feelings
To be interested in books and rhymes and may have favourites.	To have some understanding that things exist, even when out of sight.	To attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.	To make a supported positive choice from two given options	To react in interaction with others by smiling, looking and moving.	To turn take	To encounter, copy and continue a pattern using a variety of objects and materials.	To pack items needed	To prepare for entering the water.	To walk as independently as possible in school	To communicate a want/need	Changing and growing
To have favourite stories, rhymes, songs, poems or jingles.	To know that things exist, even when out of sight.	To use blocks to create their own simple structures and arrangements.	To make a supported negative choice from one given option	To quieten or alerts to the sound of speech.	To play co-operatively	To introduce the element of both 2D and 3D shape, form and space	To explore the outdoor school environment using all my senses	To feel safe, happy and confident in the water.	To cross a minor road with support	To find my lost..... Lunch box, hat, headphones, wellington boots, etc.	To know about changes baby to adult
To repeat words or phrases from familiar stories.	To begin to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.	To enjoy filling and emptying containers.	To establish a bank of each learner's favourite imperative words	To look intently at a person talking, but stops responding if speaker turns away.	To play One to one or small group games such as; Row, Row, Row Your Boat; rolling a ball or throwing and catching; peek-a-boo; This Little Piggy; Round and Round the Garden; blowing bubbles and trying to pop them before they hit the ground.	To line make using a variety of different media – paint, pen, chalk, pencil, pastels, crayons	To experience seasonal and weather changes	To engage positively with water in a swimming pool	To be aware of Hazards	Technology	To deal with touch
To fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.	To say some counting words randomly.	To associate a sequence of actions with daily routines.	To be introduced to the correct sign and single symbol every time the favourite imperative words are used	To listen to familiar sounds, words, or finger plays.	To play any game that doesn't require cooperation within it eg matching pictures, snap	To begin to know that lines can be joined to create shapes and objects	To be confident in touching, smelling, listening and looking		To recognise the sequence of events that have to be completed in order to go shopping for one item.	To anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.	To understand different relationships
To enjoy rhyming and rhythmic activities.	To select a small number of objects from a group when asked, for example, „please give me one“, „please give me two“.	To begin to understand that things might happen 'now'.	To match symbols to own signs	Fleeting attention – not under child's control, new stimuli takes whole attention.	To play card games (for more able learners) such as snap;	To experiment with printing eg hands, feet and found materials	To know what I can taste safely		To remember the sequence of events that have to be completed in order to go shopping for one item.	To show interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.	Health Lifestyles
To show awareness of rhyme and alliteration.	To recite some number names in sequence.	To notice simple shapes and patterns in pictures.	To use the correct word, sign and/or symbol for favourite, motivating activities	To have a strong exploratory impulse.	To play small group games that require some co-operation eg s Hide and Seek; Pass the Parcel; Musical Chairs; Blind Man's Bluff; Musical Statues; Simon Say's; Sleeping Lions; What's the Time Mr Wolf?;	To begin to explore the use of colour and colour mixing using a range of materials and techniques	To move safely around the outdoor school environment.		To generalise the shopping for one item sequence of events to different shops.	To seek to acquire basic skills in turning on and operating some ICT equipment.	To understand healthy eating
To recognise rhythm in spoken words.	To create and experiment with symbols and marks representing ideas of number.	To begin to categorise objects according to properties such as shape or size.	To positively gain the attention of another person	To move whole bodies to sounds they enjoy, such as music or a regular beat.	To discover through play the different properties of the natural materials sand, water, wood and clay.	To explore copying and continuing a pattern using a variety of objects and materials as well as identifying differing objects by their shape and differing size.	To find my way from one place to another		To shop using a shopping list	To operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.	To engage with oral hygiene
To listen to and join in with stories and poems, one-to-one and also in small groups.	To begin to make comparisons between quantities.	to begin to use the language of size.	To establish a symbol and/or signed bank of each learner's favourite imperative words in school.	To look intently at a person talking, but stops responding if speaker turns away.		To explore the work of differing artists who use different techniques to produce their work	To know that some plants and animals may hurt		To prepare for a shopping for cooking trip	To know how to operate simple equipment, e.g. turns on CD player and uses remote control.	The World I Live in/ The world around me
To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	To use some language of quantities, such as „more“ and „a lot“.	To understand some talk about immediate past and future, e.g. 'before', „later“ or „soon“.	To be comfortable with wearing a key ring set of favourite symbols.	To pay attention to dominant stimulus – easily distracted by noises or other people talking.		To develop understanding and creating collages	To use and be comfortable in, a pre-built shelter		To use a spreading knife to spread and cut toast, with support as and where appropriate and/or necessary.	To show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.	To know about jobs people do
To begin to be aware of the way stories are structured.	To know that a group of things changes in quantity when something is added or taken away.	to anticipate specific time-based events such as mealtimes or home time.	To establish a symbol and/or signed bank of each learner's favourite imperative words at school, home and for regular out of school placements	To listen to and enjoys rhythmic patterns in rhymes and stories.		To share their creations, explaining the process they have used;	To approach an open fire and be comfortable with the experience.		To open containers and replace lids.	To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	To know about Rules and Laws
To suggests how the story might end.	To use some number names and number language spontaneously.	To show an interest in shape and space by playing with shapes or making arrangements with objects.	To establish that favourite imperatives might not be possible all the time.	To enjoy rhymes and demonstrate listening by trying to join in with actions or vocalisations.		To explore listening to and making different sounds / music using body parts, found materials or instruments; move their bodies in time to music and begin to sing / respond to a range of familiar songs or rhymes	To be aware of the dangers of an open fire and treat it with respect.		To take responsibility for getting the necessary equipment from their usual places and putting them back again when finished.	To know that information can be retrieved from computers	To engage with taking care in environment
To listen to stories with increasing attention and recall.	To use some number names accurately in play.	To show awareness of similarities of shapes in the environment.	To extend imperative communications into shared declarative, dynamic and/or narrative communications	To appear not to hear but respond - Rigid attention.		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	To extinguish a fire and to know never to leave a fire blazing in the open without it being attended.		To wash, dry and put away utensils.	To complete a simple program on a computer.	To understand basic use of money (see my independence)
To describe main story settings, events and principal characters.	To recite numbers in order to 10.	To use positional language.	To establish that choices may carry significant consequences.	To listen with interest to the noises adults make when they read stories.		To move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. • Begins to move to music, listen to or join in rhymes or songs. • Notices and responds to the effect of force on objects	To experience cooking on an open fire		To wash and dry hands before cooking.	To use ICT hardware to interact with age-appropriate computer software.	To explore and experience different Christian festivals / customs eg Christmas, harvest and Easter etc.
To show interest in illustrations and print in books and print in the environment.	To know that numbers identify how many objects are in a set.	To show interest in shape by sustained construction activity or by talking about shapes or arrangements.	Declarative Communications	To recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.		To create sounds by banging, shaking, tapping or blowing and Shows an interest in the way musical instruments sound.			To make a squash drink	To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	To explore and experience different yearly celebrations eg Bonfire night
To recognise familiar words and signs such as own name and advertising logos.	To begin to represent numbers using fingers, marks on paper or pictures.	To show interest in shapes in the environment.	To be part of a 'Good morning .....' greeting when meeting others for the first time in the day	To show interest in play with sounds, songs and rhymes.		To use various construction materials beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.			To prepare a bowl of breakfast cereal		To experiment and begin to learn that a push or a pull can make something speed up, slow down or change direction.
To look at books independently.	To sometimes match numeral and quantity correctly.	To use shapes appropriately for tasks.	To gain the attention of another person	To shift to a different task if attention fully obtained – using child's name helps focus - Single channelled attention.		To realise tools can be used for a purpose					To build their understanding and vocabulary for describing the main parts of their bodies.
To handle books carefully.	To show an interest in number problems.	To begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	To engage in a declarative 'conversation' with another	To listen to others one to one or in small groups, when conversation interests them.							To observe and make comparisons between humans and other animals.
To know information can be relayed in the form of print.	To show an interest in numerals in the environment.	To begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.	To engage in communicative learning	To listen to stories with increasing attention and recall.							To engage with practical activities such as digging, planting, and looking after seeds and observing their growth, will lead to knowledge of parts of a plant as well as understanding that plants are living things that need water to grow.
To hold books the correct way up and turn pages.	To realise not only objects, but anything can be counted, including steps, claps or jumps	To select a particular named shape.	To extend communicative engagements that might be focussed on a narrow field of interest.	To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.							

To know that print carries meaning and, in English, is read from left to right and top to bottom.	To recognise some numerals of personal significance.	To describe their relative position such as 'behind' or 'next to'.	Formal social interactions with familiar people	To listen or do, but can shift own attention - Focusing attention.						
To continue a rhyming string.	To recognise numerals 1 to 5.	To order two or three items by length or height.	To respond to a greeting from a familiar adult	To be able to follow directions (if not intently focused on own choice of activity).						
To hear and say the initial sound in words.	To count actions or objects which cannot be moved.	To order two items by weight or capacity.	To initiate a greeting and/or a conversation with a familiar person	To maintain attention, concentrates and sits quietly during appropriate activity.						
To segment the sounds in simple words and blend them together and knows which letters represent some of them.	To count objects to 10, and beginning to count beyond 10.	To use familiar objects and common shapes to create and recreate patterns and build models.	Non-verbal, behavioural communications	To listen and do for short span attention - Two-channelled attention.						
To link sounds to letters, naming and sounding the letters of the alphabet.	To select the correct numeral to represent 1 to 5, then 1 to 10 objects.	To use everyday language related to time.	To communicate 'no' appropriately	To listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.						
To begin to read words and simple sentences.	To count an irregular arrangement of up to ten objects.	To begin to use everyday language related to money.	To recognise the difference between 'I don't want' and 'I don't need'	<b>My Understanding</b>						
To use vocabulary and form of speech that are increasingly influenced by their experiences of books.	To estimate how many objects they can see and check by counting them.	To order and sequence familiar events.	To recognise the difference between 'I want' and 'I need'	To stop and look when hears own name.						
To enjoy an increasing range of books.	To use the language of 'more' and 'fewer' to compare two sets of objects.	To measure short periods of time in simple ways	To positively share attention with a staff member	To start to understand contextual clues, e.g. familiar gestures, words and sounds.						
To know that information can be retrieved from books and computers.	To find the total number of items in two groups by counting all of them.		Peer to peer communications	To develop the ability to follow others' body language, including pointing and gesture.						
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	To say the number that is one more than a given number.		To communicate needs and wants with peers	To respond to the different things said when in a familiar context with a special person (e.g. „Where's Mummy?", „Where's your nose?").						
Writing	To find one more or one less from a group of up to five objects, then ten objects		To turn take with another person	To understand of single words in context is developing.						
To distinguish between the different marks they make.			To use appropriate physical contact with a peer	To select familiar objects by name and will go and find objects when asked, or identify objects from a group.						
To sometimes gives meaning to marks as they draw and paint.			To tolerate others in their space or to request time away from the group.	To understand simple sentences (e.g. „Throw the ball. ")						
To ascribes meanings to marks that they see in different places.				To identify action words by pointing to the right picture, e.g.,						
To give meaning to marks they make as they draw, write and paint.				To understand more complex sentences, e.g. „Put your toys away and then we'll read a book."						
To begin to break the flow of speech into words.				To understand 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).						
To continue a rhyming string.				To develop understanding of simple concepts (e.g. big/little).						
To hear and say the initial sound in words.				To understand use of objects (e.g. „What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.						
To segment the sounds in simple words and blend them together.				To respond to simple instructions, e.g. to get or put away an object.						
To link sounds to letters, naming and sounding the letters of the alphabet.				To begin to understand 'why' and 'how' questions.						
To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.				To respond to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.						
To write own name and other things such as labels, captions.				To be able to follow a story without pictures or props.						

To attempt to write short sentences in meaningful contexts.				To listen and respond to ideas expressed by others in conversation or discussion.							
Children use their phonetic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt				To follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.							