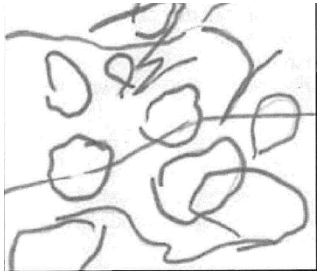
Area of Learning	Communication and Language					
	Autumn 1	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Listening, Attention and Understanding	Enjoys listening to stories Understands the prepositions on, in and under Understands negatives e.g. no cup, isn't drinking Understands simple concepts eg. big/little Can answer what do you see/hear/smell with	Can sit and look at the child or adult who is talking during a small group activity Shows an understandin g of text being read to the using the pictures Understands 'where' and 'what' questions	Can shift attention and switch between task/activity and adult Can remember events from stories and retell what happened Understands preposition behind	Understands and answers a why and how question Can concentrate for short periods of time (up to 10 minutes) Joins in with repeated refrains and anticipates key events	Understands and responds to a question or instruction that has two parts Knows not to interrupt when listening to a story or instruction Listens to selected non-fiction texts Understands first, last Understands humour, nonsense rhymes and simple jokes Can wait and take turns in a small group	Understands and uses a wider range of vocabulary Can contribute to discussions and conversations with prompts Can wait their turn to speak in a small group Knows that they are moving into a new school or class Understands few, many
Speaking Mastered speech sounds: k, f, t, g, b, d, y, v and ing Uses words of 3 or more syllables	Can recite some Nursery rhymes Uses word endings e.g. go-ing cat-s Can start a conversation with an adult or a friend and continue it for many turns Uses big, little	Understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers and 'yesterday / tomorrow' Uses longer sentences of 4-6 words	Uses talk to organise themselves and their play with others Use pronouns his, hers Can share their experiences in their small group discussions	Uses longer sentences of six words or more Connecting sentences using 'and' or 'because' Knows and joins in with many rhymes Uses long, short Develops communication and learns new words	Talks about familiar books, and is able to tell a long story Can use talk to explain and negotiate with others in their play Uses comparative language (e.g longer, shorter) Able to express a point of view and to debate and disagree. Uses time words to sequence events (first, next, then) Uses intonation and phrasing	Engages in conversation with adults and peers Developing an awareness and tenses e.g. play, playing, played Uses superlative language Can ask questions and answer simple 'why' questions

	Can retell a simple past event in order (e.g. went down slide, hurt finger) Uses pronouns he, she, i, they	Can say likes or dislikes Begins to use connectives Begins to use some prepositions		rapidly but may continue to have problems with irregular plurals	Uses feelings words, happy, sad, angry Introduces a storyline or narrative into their play	Asks questions about their new school and teacher Can talk about their new school and teacher Can name their new teacher and/or school setting
Vocab	Is, isn't, on, in under, big, little, on, in, under, like, he, she, I , they, see, hear smell	under, over, through, inside, outside, yesterday, tomorrow, where, what, like	His, hers, behind, small, tall, long, short	why, how, and, because, same, different, change, many, few	bigger, smaller, longer, shorter, between, forwards, backwards, first, last, next	few, many, biggest, smallest, shortest, longest correct verb tenses
Area of Learning	**Personal, Social and Emotional Development**					
	Autumn 1	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Self-Regulation	Knows they are part of their Nursery community Follows nursery routines	Knows the feelings happy and sad, angry or worried Understands and follows Nursery rules and routines Is able to join in a larger group session for a short length of time	Will approach and talk to unfamiliar people in the safe context of their setting	Talks about their feelings using words Beginning to talk with others to solve conflicts	Can show some control with my emotions Beginning to develop appropriate ways of being assertive Negotiates to find solutions to conflicts	Can focus attention in a larger group situation Can talk about feelings in simple terms, e.g., happy and sad, angry or worried, and give reasons if upset Can show resilience when faced with a challenge

						Can talk about changes and how they feel about starting school
Managing Self	Explores the environment and follows Nursery routines Knows and follows the classroom rules with support or prompt	Knows why rules are important and increasingly follow them without adult prompt Selects and uses activities and resources, with help when needed Can be increasingly independent in meeting own care needs (using toilet, washing hands, eating lunch)	Can get dressed and undressed with some support. Can manage own coat and shoes	Knows what healthy means and makes healthy choices e.g., food/oral hygiene Confident to access the environment with minimal support and follows the rules as part of the routine	Can use the toilet independently, (but some fastenings and wiping)	Is increasingly independent in meeting their own care needs, e.g., brushing teeth Assesses and manages an appropriate level of risk in own play
Building Relationships	Makes new friends in the class and Seeks out companionship of adults and other children Can identify members of their family (RSE)	Interacts with others (associative play) Notices and asks questions about differences, such as skin colour, hair type	Can take turns with 1 other and share with adult support Seeks an adult for support and can explain the problem or help required	Knows and uses strategies to help solve conflicts Becomes more outgoing with unfamiliar people in a safe context (e.g. visitors to nursery)	Plays with one or more other children, extending and elaborating play ideas with adult support (cooperative play)	Can play with other children as part of a game or activity, without adult Support Can identify how they are feeling (RSE) Can identify how their friends are feeling (RSE)
vocab	classroom, toilet, teacher, family, friend, St Jude's	Rules, same, different, happy, sad	Dressed, undressed, share, my turn, safe	Healthy, unhealthy, fruit, vegetable, problem, angry, upset	Teamwork, worried, frustrated	Clean, dirty, game, change

	School, Butterfly Class					
Area of Learning	**Physical Development**					
	Autumn 1	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Gross motor Skills	Navigates space, running in a controlled direction and turning corners Explores travelling at different levels, high and low, different shapes and across a range of basic equipment Go up stairs or climbs apparatus using alterative feet	Can run in a straight line Can move forwards and backwards Can skip using alternative feet Can jump two feet together Can move into a free space avoiding obstacles and people Rides scooters and trikes Uses large muscle movements to make lines and circles e.g. with paint, streamers etc Can line up and queue with adult support	Uses brooms to brush and spades to dig in sand and soil Can hop, stand on one leg and hold a 'freeze' balance pose Collaborates with others to manage large items Can balance along a plank or balance spots	Can bounce a small ball on the floor and catch it with both hands Can roll balls to friend or a target, increasing rolling distance Can throw a beanbag or ball overarm to a partner or target, increasing the distance Can copy cross body and cross lateral movements	Can determine which foot to kick with (dominant) Can kick a ball to a large target, given space or goal Jumps off an object and lands appropriately	Knows and uses the correct resource to choose to carry out their own plan e.g., a large spade to dig a big hole Can successfully jump over a stationary line with both feet together Takes part in group activities which they make up for themselves
Fine Motor Skills	Can use a spoon or fork to eat independently	Can use one-handed tools and equipment, e.g. making snips in paper with scissors	Is able to lace sewing cards	Increasingly independent as they get dressed and undressed, for	Manipulates dough to portray and object or item	Can hold scissors correctly to cut lines in paper or follow a simple pattern

	Can copy block designs of up to 6 blocks May hold a pencil using a palm grip. Pivots from the shoulder or elbow 	Can thread a sequence of large beads onto a string Can use a safety knife to cut foods Can pick up and manipulate small objects like gravel or tiny bits of chalk t	Generally uses their dominant hand for mark making, tools and creative activities, Can roll balls and sausages from dough or clay	example, putting coats on and doing up zips Uses small construction equipment to build an object Knows how to hold scissors. Can open and close scissors using one hand May hold a pencil using modified tripod or splayed grip. Pivots from the wrist 	Can cut roughly along a straight line or around pictures Can copy some recognisable letter shapes from name Can thread small beads Can draw an X	Draws approximate squares and triangles Holds a pencil using a tripod grip. Pivots from the wrist 
Pattern Progression						
Vocab	high, low, climb, fork, spoon	cut, scissors, knife, jump, forwards, backwards, circle, line,	write, trace, stretch, dance,	zip, button roll, throw, land	kick, hit	letter, pattern,
Area of Learning	**Literacy**					
	Autumn 1	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Comprehension	Knows which way to hold a book Turns the pages of a book correctly	Joins in with rhymes, songs and poems	Enjoys and talks about rhymes and poems Can develop play around a story that has been read to them	Engages in extended conversations about stories, learning new vocabulary	Enjoys listening to stories and retells a simple story using story vocabulary using visual clues,	Knows the names of the different parts of a book

	Knows that print has meaning	Repeats words and phrases from familiar stories		Asks 'what' and 'who' questions about a story that has been read to them	e.g., talking through a familiar book Listens to selected non-fiction texts	Knows that print can have different purposes Understands how pages are sequenced Knows we read English text from left to right and from top to bottom
Word Reading	Can discriminate between environmental sounds Can use body percussion or instruments to make a simple rhythm. Recognises familiar words and signs such as advertising logos	Recognises their own name in print Begins to navigate apps and websites on digital media using icons	Can count and clap syllables in a word Can identify the initial sound in their name	Can match rhyming words and continue a rhyming string	Can identify the initial sound in a word Can match words that start with the same sound	Can orally blend some simple CVC words
Writing	Knows that writing is a way to communicate draws vertical and horizontal lines and circles 	Knows that there are sounds in the words that we say	Writes strings of distinct marks/symbols for meaning (e.g. my name, shopping list, story or letter) Shows interest in letters on a keyboard/digital screen 	Can write the initial letter in their name (may be naïve formation). Able to trace over their name and pre-writing patterns with control, pivoting from the wrist Draws diagonal lines and crosses	Uses some letter like shapes Writes some or their whole name 	Writes some letters of accurately Can say what they have written to an adult (combination of letter shapes and marks) Asks adults to scribe purposeful writing (e.g. labels, letters, cards)

Vocab	Sound, write, clap, book, page, story	Name, song,		Rhyme, first	beginning	Letter, card, label
Area of Learning	**Mathematics**					
	Autumn 1	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Number	Sing number songs using number names 1-5 in the correct sequence	Can give an adult 1, 2, or 3 objects when asked. Touches or points to objects when counting Recite number names to 10 in order Knows numerals represents amount	Counts out up to 3 objects accurately with 1-2-1 correspondence (may not have cardinality) Attempts to count abstract things as well as concrete objects (e.g. claps, jumps)	Subitise numbers to 3 arranged in dice formations Recognises numerals 1-3 Subitise up to 3 objects Shows finger numbers up to 5	Compare quantities using 'more than', 'fewer than' and 'same' Orders numbers to 5 Subitise numbers up to 3 in any formation Knows that numbers are composed of smaller numbers Counts up to 5 objects accurately and says how many they have Experiment with using numerals and symbols to record number Count orally beyond 10	Recites numbers backwards 5-1 Matches correct amount to numeral (1-5) Knows the amount stays the same however objects are arranged (1-5) Knows that objects can be counted in any order Separates a group of objects in different ways, recognising that the total stays the same Say the number that is one more or one less than a given number to 4
Numerical Patterns	Match objects that are the same and can say why they match compare quantities using more, less	Can predict what comes next in AB pattern Can identify patterns around them e.g. stripes, spots, zig-zag	Solve real world mathematical problems with numbers up to 5 for example, sharing	Can order numbers 1 – 5	Can sequence four or more events from their daily routine or familiar story using words such as 'first', 'then...' Knows and understands the language of 'more' and 'fewer than'	Can say the number that comes before or after any given number within 1-5 Identify a missing number on a number track to 5 Can solve simple real world mathematical

					when comparing amounts	problems with numbers for example, sharing
Shape, Space and Measure	Can group objects according to their shape or size Identify 2D shapes (circles, triangles, squares)	Make comparisons between objects relating to size (big, little)	Knows that triangles have 3 sides and can identify them by counting their sides Knows that squares and rectangles have 4 sides Use balance scales to investigate objects and can say which is heavier	Compare the height or length of different objects using tall, long and short Compare containers by pouring from one to the other, saying when it is full, or empty	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Use informal and mathematical language to describe shapes: sides, corners, straight, flat, round Beginning to learn properties of 3D shapes using everyday language	Describe and can extend patterns made up of 2d and 3d shapes
Vocab	Square, circle, triangle, same, different, more, less	Pattern, next, number	rectangle, share, heavy	order, tall, long, short, full, empty	Side, corner, straight, flat, round, more, many, few	First, last, before, after, total
Area of Learning	**Understanding the world**					
	Autumn 1	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Past and Present	Uses and understands today, yesterday, 'now' and 'next'.	Shares past family experiences Can identify similarities and differences between their family and other families	Begins to make sense of their own life-story and family's history Some things happened a very long time ago before living memory (e.g. dinosaurs)	Can show some awareness of the time of day e.g lunchtime Can match an animal to their young e.g. a chick and a chicken	Uses terms 'old' and 'new' e.g. objects, toys and using pictures	Beginning to understand that people are older and younger than they are Understands they are moving into a new class and/or setting

		Uses and understands 'then' and 'before'		Can identify different stages of human development e.g. baby, child, adult		
People, culture and communities	Can talk about their family in detail and identify relationships within the family Continues to develop and show positive attitudes about the differences between people Knows the name of the school and their class Can name different occupations that help us and say how they help us	Talk positively about people and characters from stories, and different ways of life To listen to and recall main events from the Christmas story Too know why some families celebrate Christmas To know the story of the nativity	Describe their environment using knowledge from observation, non-fiction texts and maps.	Knows about and can name events celebrated by different groups of people (e.g. Diwali, Eid, Easter) To know that some families celebrate Easter and what it represents	Knows names and can identify different types of transport Can sort transport into groups e.g. sky, water, land Understands that machines are made by people	Explores and can name natural and physical features of their world e.g. house, shop, land, sea, road, river, forest Explores photos and/or videos of their new school and teacher Knows that they live in England and that there are other countries in the world Knows that their school is in Englefield Green Understand that world maps and globes show countries and have areas of land and water
The Natural World	Uses all their senses in hands-on exploration of their natural environment Explores and names features of the Seasons - Autumn	Explores the natural environment and talks about the differences and the changes they notice	Begins to understand the need to respect and care for the natural environment Talk about the effects of different colour	Understands the key features of the life cycle of tadpole Understand the key features in the life cycle of a chicken	Understands the need to respect and care for all living things	Can sort animals into their environment e.g. tiger lives in jungle and shark lives in the sea Observes and draws animals and plants

	Names and describes the weather (sunny, rainy, windy, hot, cold)	Explores and names features of the Seasons – Winter Talk about the difference between materials ad changes they notice (e.g. cooking, melting)	lights/torches/filters, shadows Explores and names features of the Seasons - Spring Dinosaurs were real animals but they are now extinct Dinosaurs laid eggs	Develops an understanding of plant/seed growth Can use simple language to describe plants and flowers e.g. colour, size, seed, root, leaf) Can identify minibeasts and use simple language to describe animals e.g. colour and size		Explores and names features of the Seasons – Summer To know that water freezes into ice and ice melts into water Begins to understand their behaviour can effect the environment
Vocab	Family, Mummy Daddy, Brother, Sister, now, next, Autumn, weather, sunny, rainy, windy, hot, cold, Doctor, Dentist, farmer, fireman	Winter, Christmas, Jesus, Halloween, fir cone, acorn, conker	Spring, light, dark, map, dinosaur, dead, alive, hatch, egg	Frog, tadpole, chicken, chick, seed, root, soil, leaf, flower worm, snail, ant, spider Easter, baby, child, adult	sky, sea, land, old, new, machine, robot, aeroplane, train, car, lorry, van, boat, ship, motorbike, computer, iPad	house, shop, land, sea, road, river, forest England, Englefield Green, summer, melt, freeze, map, little, recycle
Area of Learning	**Expressive arts and design**					
	Autumn 1	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Creating with materials	Uses a paintbrush to form lines and circles	Match and name primary colours and choose different colours for a purpose	Know how to create enclosed shapes and continuous lines using drawing materials	Makes choices about which materials and textures to use	Knows what tools can be used to join different materials	Uses a range of different techniques and variety of materials, e.g., paint, collage

	Explores different materials freely, to develop their ideas about how to use them and what to make	Explores colour mixing	draws a simple representation of a face	when creating and developing their own ideas	Constructs with purpose using a range of materials e.g. cardboard, paper, wood and plastic Draws or paints with increasing complexity and detail Can use tape and glue to join two or more pieces together Match and name secondary colours	draws a simple representation of a person including head, eyes, mouth, arms and legs makes imaginative and complex 'small worlds' with blocks or construction kits
Being imaginative and expressive	Takes part in simple pretend play, using an object to represent something else Engages in imaginative play based on own first hand experience	Can remember and sing entire songs Begins to develop story narratives e.g. using small world Joins in with moving, dancing, action songs and ring games	Experiments with a range of percussion and tuned instruments Joins in with role-play that retells simple stories, events or rhymes Can clap back a simple rhythm	Develops their own ideas and decides which materials to use to express them Can pitch match Can play instruments with control (loud/quiet, fast/slow)	Marches to a beat Sings the melodic shape of a familiar songs	Knows how to engage in more complex pretend play, using an object to represent something else even though they are not similar Can explore their new school uniform in role-play and take part in pretend play
Vocab	draw, paint, colour, line, circle	mix, light, dark red, blue, yellow	Instrument, rhythm	Fast, slow, quiet, loud	orange, purple, green, stick, join, build	