

Expressive Arts and Design:

- To take part in simple pretend play, using an object to represent something else even though they are not similar.
- To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- To join different materials and explore different textures.
- To create closed shapes with continuous lines and begin to use these shapes to represent objects.
- To draw with increasing complexity and detail, such as representing a face with a circle and including details.
- To show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- To explore colour and colour mixing.
- To respond to what they have heard, expressing their thoughts and feelings.
- To remember and sing entire songs.
- To play instruments with increasing control to express their feelings and ideas.
- To explore a variety of artistic effects to express their ideas and feelings.
- To listen attentively, move to and talk about music, expressing their feelings and responses.
- To sing in a group or on their own, increasingly matching the pitch and following the melody.
- To develop storylines in their pretend play.

Mathematics:

- To develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- To say one number for each item in order: 1,2,3, 4, 5.
- To understand the composition of numbers to 5.
- To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- To compare length, weight and capacity.
- To compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.
- To understand position through words alone.
- To discuss routes and locations, using words like 'in front of' and 'behind'.
- Talk about and identify patterns around them and use informal language.
- To begin to extend and create ABAB patterns – stick, leaf, stick, leaf.
- To understand the 'one more than/one less than' relationship between consecutive numbers.

Personal, Social and Emotional Development:

- To select and use activities and resources, with help when needed.
- To develop their sense of responsibility and membership of a community.
- To become more outgoing with unfamiliar people, in the safe context of their setting.
- To show more confidence in new social situations.
- To play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries.
- To increasingly follow rules, understanding why they are important.
- To talk with others to solve conflicts.
- To understand gradually how others might be feeling.
- To be increasingly independent in meeting their own care needs.
- To see themselves as a valuable individual.
- To build constructive and respectful relationships.
- To express their feelings and consider the feelings of others.
- To identify and moderate their own feelings socially and emotionally.
- To think about the perspectives of others.
- To know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian.
- To talk about our families. To understand that all families are valuable and special.
- To explore diversity through thinking about similarities and differences.

Understanding the World:

- To use all their senses in hands-on exploration of natural materials.
- To explore collections of materials with similar and/or different properties.
- To talk about what they see, using a wide vocabulary.
- To begin to make sense of their own life-story and family's history.
- To show interest in different occupations.
- To continue developing positive attitudes about the differences between people.
- To talk about members of their immediate family and community.
- To name and describe people who are familiar to them.
- To comment on images of familiar situations in the past.
- To compare and contrast characters from stories, including figures from the past.
- To explore the natural world around them.
- To describe what they see, hear and feel whilst outside.
- To recognise some environments that are different from the one in which they live.
- To understand the effect of changing seasons on the natural world around them.



Physical Development:

- To continue to develop their movement, balancing, riding and ball skills.
- To go up steps and stairs, or climb up apparatus, using alternate feet.
- To use large-muscle movements to wave flags and streamers, paint and make marks.
- To start taking part in some group activities which they make up for themselves, or in teams.
- To use one-handed tools and equipment, for example, making snips in paper with scissors.
- To use a comfortable grip with good control when holding pens and pencils.
- To show a preference for a dominant hand.
- To be increasingly independent as they get dressed and undressed.
- To revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- To progress towards a more fluent style of moving, with developing control and grace.
- To develop the overall body agility.
- To develop their small motor skills.
- To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- To further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.

Literacy:

- To understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- To develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- To engage in extended conversations about stories, learning new vocabulary.
- To use some of their print and letter knowledge in their early writing.
- To write some or all their name.
- To write some letters accurately.
- To read individual letters by saying the sounds for them.
- To blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- To read a few common exception words matched to the school's phonic programme.

Communication and Language:

- To enjoy listening to longer stories and can remember much of what happens.
- To understand a question or instruction that has two parts.
- To understand 'why' questions.
- To sing a large repertoire of songs.
- To know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- To develop their communication.
- To use longer sentences of four to six words.
- To start a conversation with an adult or a friend and continue it for many turns.
- To use talk to organise themselves and their play.
- To understand how to listen carefully and why listening is important.
- To learn new vocabulary and use new vocabulary through the day.
- To ask questions to find out more and to check they understand what has been said to them.
- To describe events in some detail.
- To develop social phrases.
- To engage in storytimes.
- To listen to and talk about stories to build familiarity and understanding.
- To retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- To listen carefully to rhymes and songs, paying attention to how they sound.
- To learn rhymes, poems and songs.
- To engage in non-fiction books.