

Communication and Language

To understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

To understand 'why' questions.

To be able to talk about familiar books, and be able to tell a long story.

To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

To learn and use new vocabulary.

To articulate their ideas in well-formed sentences and connect one idea or action to another using a range of connectives.

To describe events in detail.

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 learn new rhymes and songs.

Expressive Arts and Design

To explore different materials freely, to develop their ideas about how to use them and what to make.

To develop their own ideas and then decide which materials to use to express them.

To create closed shapes with continuous lines and begin to use these shapes to represent objects.

To draw with increasing complexity and detail,

To remember and sing entire songs.

To create their own songs or improvise a song around one they know.

To play instruments with increasing control to express their feelings and ideas.

To explore, use and refine a variety of artistic effects to express their ideas and feelings.

To return to and build on their previous learning, refining ideas and developing their ability to represent them.

To create collaboratively, sharing ideas, resources and skills.

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.

To explore and engage in music making and dance, performing solo or in groups.

Personal, Social and Emotional Development

To select and use activities and resources to achieve a goal.

To show more confidence in new social situations.

To find solutions to conflicts and rivalries.

To develop appropriate ways of being assertive.

To remember rules without needing an adult to remind them.

To express their feelings and consider the feelings of others.

To show resilience and perseverance in the face of challenge.

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.

Literacy

To understand the five key concepts about print.

To continue to develop their phonological awareness, so that they can spot and suggest rhymes and count or clap syllables in a word.

To engage in extended conversations about stories, learning new vocabulary.

To write all of their name.

To read individual letters by saying the sounds for them.

To blend sounds into words.

To read some letter groups that each represent one sound and say sounds for them.

To read a few common exception words matched to the school's phonic programme.

To read simple phrases and sentences.

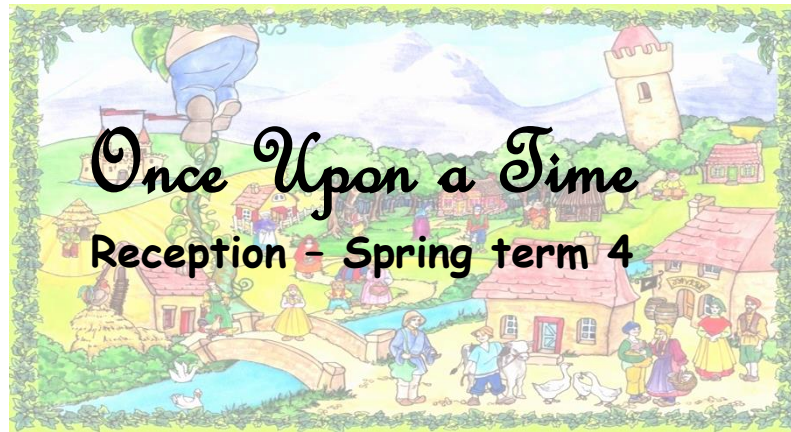
To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

To form lower-case and capital letters correctly.

To spell words by identifying the sounds and then writing the sound with letter/s.

To write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

To re-read what they have written to check that it makes sense.



Physical Development

To use large-muscle movements to wave flags and streamers, paint and make marks.

To take part in some group activities in teams.

To explore how to jump and land safely.

To develop how to jump vertically/high with control.

To learn how to jump forward with the correct technique.

To learn how to create different shapes whilst jumping.

To learn how to jump off an object with the correct landing technique.

To develop the correct technique when landing.

To develop coordination when trying to link running and jumping together.

To be creative when exploring jumping and landing.

To learn how to jump in different directions.

To show controlled movement when jumping and landing.

To progress towards a more fluent style of moving, with developing control and grace.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Mathematics

To talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.

To select shapes appropriately.

To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

To describe a familiar route.

To discuss routes and locations, using words like 'in front of' and 'behind'.

To make comparisons between objects relating to size, length, weight and capacity. To subitise.

To link the number symbol (numeral) with its cardinal number value.

To compare numbers.

To explore the composition of numbers to 10.

To automatically recall number bonds for numbers 0-5 and some to 10.

To continue, copy and create repeating patterns.

Understanding the World

To explore collections of materials with similar and/or different properties.

To talk about what they see, using a wide vocabulary.

To explore how things work.

To plant seeds and care for growing plants.

To begin to understand the key features of the life cycle of a plant and an animal.

To begin to understand the need to respect and care for the natural environment.

To explore and talk about different forces they can feel.

To talk about the differences between materials and changes they notice.

To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

To comment on images of familiar situations in the past.

To compare and contrast characters from stories, including figures from the past.

To draw information from a simple map.

To recognise that people have different beliefs and celebrate special times in different ways.

To explore the natural world around them.

To describe what they see, hear and feel whilst outside.

To understand the effect of changing seasons on the natural world around them.