

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 join different materials and explore different textures.
- To play instruments with increasing control to express their feelings and ideas.
- 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 watch and talk about dance and performance art, expressing their feelings and responses.
- To sing in a group or on their own, increasingly matching the pitch and following the melody.
- To explore and engage in music making and dance, performing solo or in groups.
- To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- 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 listen attentively, move to and talk about music, expressing their feelings and responses.
- To remember and sing entire songs.
- To 'pitch match' and sing the melodic shape of familiar songs.
- To explore a variety of artistic effects to express their ideas and feelings.

Physical Development:

- To use large-muscle movements to wave flags and streamers, paint and make marks.
- To start taking part in some group activities in teams.
- To use one-handed tools and equipment.
- To choose the right resources to carry out their own plan.
- To collaborate with others to manage large items.
- 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.
- To explore using hands and sports equipment.
- To explore using hands and sports equipment with a partner.
- To develop hand/eye coordination using equipment.
- To explore the use of coordination using feet.
- To explore coordination with feet using equipment.
- To develop foot/eye coordination using equipment.
- To explore use of coordination using unilateral movement.
- To explore use of coordination using bilateral movement.
- To develop coordination using unilateral and bilateral movements.
- To explore controlled coordination when reacting to basic stimuli.
- To develop coordination when reacting to complex stimuli.
- To begin to safely use a range of large and small apparatus indoors and outside, alone and in a group.
- 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.

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 continue developing positive attitudes about the differences between people.
- 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 explore the natural world around them. 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.
- To draw information from a simple map.
- To show interest in different occupations.
- To recognise some similarities and differences between life in this country and life in other countries.
- To recognise that people have different beliefs and celebrate special times in different ways.



Mathematics:

- To subitise.
- To show 'finger numbers' up to 8.
- To experiment with their own symbols and marks as well as numerals.
- To solve real world mathematical problems with numbers up to 8.
- To compare quantities using language: 'more than', 'fewer than.'
- To count objects, actions and sounds.
- To link the number symbol (numeral) with its cardinal number value.
- To understand the 'one more than/one less than' relationship between consecutive numbers.
- To explore the composition of numbers to 8.
- To make comparisons between objects relating to size, length, weight and capacity.
- To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- To begin to automatically recall number bonds for numbers 0–5 and some to 10.

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 all their name.
- To write some letters accurately and begin to form some lower-case and capital letters correctly.
- To use some of their print and letter knowledge in their early writing.
- 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 some letter groups that each represent one sound and say sounds for them.
- To read more common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- To begin to write simple captions and sentences and be able to read back what they have written.

Communication and Language:

- To learn and use a wider range of vocabulary.
- To understand a question or instruction that has two parts and understand 'why' questions.
- To understand how to listen carefully and why listening is important.
- To be able to express a point of view.
- To use talk to organise themselves and their play.
- To explain how things work and why they might happen.
- Listen to and talk about stories to build familiarity and understanding.
- Learn rhymes, poems and songs.
- To engage in non-fiction books and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- To articulate their ideas and thoughts in well-formed sentences.
- To connect one idea or action to another using a range of connectives.
- To describe events in some detail.

Personal, Social and Emotional Development:

- To show more confidence in new social situations.
- To play with one or more other children, extending and elaborating play ideas.
- To remember rules without needing an adult to remind them.
- To see themselves as a valuable individual.
- To select and use activities and resources, with increased independence.
- To build constructive and respectful relationships.
- To express their feelings and consider the feelings of others.
- To understand gradually how others might be feeling.
- To think about the perspectives of others.
- To identify and moderate their own feelings socially and emotionally.
- To know and talk about the different factors that support their overall health and wellbeing.
- Be increasingly independent in meeting their own care needs.