

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Communication and Language</b>	Listening, Attention and Understanding	<p>Understand how to listen carefully and why listening is important</p> <p>Engage in story times</p> <p>Listen to <i>stories and make comments</i></p> <p>Listen carefully to rhymes and songs paying attention to how they sound</p>	<p><i>Begin to have familiarity with texts that have been read to them</i></p> <p>Listen carefully to rhymes and songs paying attention to how they sound</p>	<p>Ask questions to check they understand what has been said to them</p> <p>Listen carefully to rhymes and songs paying attention to how they sound</p>	<p>Engage in non-fiction books</p> <p>Listen carefully to rhymes and songs paying attention to how they sound</p>	<p>Developed a deep familiarity with some texts.</p> <p>Listen carefully to rhymes and songs paying attention to how they sound</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen carefully to rhymes and songs paying attention to how they sound</p>
	ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>					

	<b>Speaking</b>	<p>Learn new vocabulary and use it through the day</p> <p>Ask questions to find out more <i>about what they have heard</i></p> <p>Articulate their ideas and thoughts.</p> <p><i>Communicate an idea or action.</i></p> <p>Develop social phrases</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes poems and songs.</p>	<p>Learn new vocabulary and use it through the day</p> <p>Talk about stories to build familiarity and understanding</p> <p><i>Describe events</i></p> <p>Use talk to solve problems.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes poems and songs.</p>	<p>Learn new vocabulary and use it through the day</p> <p>Retell a story once they have developed a deep familiarity in their own words.</p> <p><i>Develop skills in articulating thoughts and ideas using sentence stems.</i></p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes poems and songs.</p>	<p>Learn new vocabulary and use it through the day</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Use talk to organise activities.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes poems and songs.</p>	<p>Learn new vocabulary and use it through the day</p> <p>Retell a story once they have developed a deep familiarity as exact repetition</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes poems and songs.</p>	<p>Learn new vocabulary and use it through the day</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail</p> <p>Use talk explain how things work and why things might happen.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes poems and songs.</p>
	<b>ELG</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>					
<b>Personal, Social and</b>	<b>Self-Regulation</b>		<p><i>Attempts a task before asking for support.</i> Express their feelings.</p>	<p><b>Considers the feelings of others.</b></p>	<p><i>Begins to reflect on their own work</i></p>	<p><i>Develop problem solving skills and set goals</i></p>	<p><b>Show resilience and perseverance in the face of challenge</b></p>

	<b>ELG</b>	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>					
	<b>Managing Self</b>	<b>Managing their own needs – personal hygiene</b>  <i>Can identify the school rules and how to behave appropriately in the setting</i>	<b>Know and talk about the different factors that support their overall health and well-being - Healthy Eating and regular physical activity</b>  <i>Understands the reason for rules and tries to follow these.</i>	<b>identify feels socially and emotionally</b>  <b>Know and talk about the different factors that support their overall health and well-being – tooth brushing and being a safe pedestrian</b>	<b>Know and talk about the different factors that support their overall health and well-being – appropriate screen time</b>	<b>moderate feelings socially and emotionally</b>	<b>Know and talk about the different factors that support their overall health and well-being – sleep routines</b>
	<b>ELG</b>	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul>					
	<b>Building Relationships</b>	<i>Explain their likes and interests.</i>  <i>Listens to others in the setting.</i>	<b>See themselves as a valuable individual</b>  <i>cooperates with friends and peers</i>	<b>Builds constructive and respectful relationships</b>		<b>Think about the perspective of others</b>	
	<b>ELG</b>	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others’ needs.</li> </ul>					

<b>Physical Development</b>	<b>Gross Motor Skills</b>	<p>Progress towards a more fluent style of moving.</p> <p>Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p>	<p>Combine different movements with ease and fluency</p>	<p>Develop control and grace in movements.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</p>	<p><i>Develop precision and accuracy when beginning and ending movements.</i></p> <p>Develop confidence and competence when engaging in activities that involve a ball.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside in a group.</p> <p>Develop precision and accuracy when engaging in activities that involve a ball.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside alone.</p>	
	<b>ELG</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>						
	<b>Fine Motor Skills</b>	<p>Develop the small motor skills so that they can use a range of tools safely.</p> <p>Suggested tools pencils for drawing and writing, paintbrushes, scissors, knives forks and spoons.</p> <p><i>Engage in structured activities drawing, writing and copying.</i></p>	<p>Develop the foundations of a handwriting style which is accurate.</p>	<p>Develop the small motor skills so that they can use a range of tools competently.</p> <p>Suggested tools pencils for drawing and writing, paintbrushes, scissors, knives forks and spoons.</p>	<p>Develop the foundations of a handwriting style which is efficient</p>	<p>Develop the small motor skills so that they can use a range of tools confidently.</p> <p>Suggested tools pencils for drawing and writing, paintbrushes, scissors, knives forks and spoons.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	
	<b>ELG</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>						
	<b>Ongoing</b>	<ul style="list-style-type: none"> <li>• <b>Revise and refine the fundamental movement skills they have already acquired.</b> <ul style="list-style-type: none"> <li>○ Rolling, crawling, walking, jumping, running, hopping, skipping and climbing</li> </ul> </li> <li>• <b>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</b></li> <li>• <b>Develop overall body strength, balance, coordination and agility.</b></li> <li>• <b>Further develop the skills they need to manage the school day successfully</b> <ul style="list-style-type: none"> <li>○ Lining up and queuing</li> <li>○ Meal times</li> </ul> </li> </ul>						

Literacy	Comprehension	Enjoys an increasing range of print and digital books, both fiction and non-fiction	Re-enacts and reinvents stories they have heard in their play  <i>Makes prediction around the stories that are read to them</i>	Describes main story settings, events and principal characters in increasing detail	Is able to recall and discuss stories or information that has been read to them, or they have read themselves	Knows that information can be retrieved from books, computers and mobile digital devices	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading	
	ELG	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>						
	Word Reading	Children will be assessed and vertically grouped on a half-termly basis according to the school phonic programme. They will work on the skills below at the correct stage for them. <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words so that they can read short words made up of known letter-sound correspondences</li> <li>• Read some letter groups that each represent one sound and say the sound for them</li> <li>• Read a few common exceptional words matched to the schools phonics programme</li> <li>• Read simple phrases and sentences made p of words with known letter-sound correspondences and where necessary a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and understanding and enjoyment</li> </ul>						
	ELG	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>						
	Writing	Form lowercase and capital letters correctly  <i>Can for all the letters in their name correctly</i>	Spell words by identifying the sounds and writing the words with letter/s  <i>Can write their name correctly</i>	Spell words by identifying the sounds and writing the words with letter/s	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Re-read what they have written to check that it makes sense	

	<p style="text-align: center;"><b>ELG</b></p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>					
<p><b>Mathematics</b></p>		<p><u>Classifying objects based on one attribute</u>  <u>Matching equal and unequal sets</u>  <u>Comparing objects and sets</u>  <u>Ordering objects and sets</u>  <u>Recognise, describe, copy and extend colour and size patterns</u>  <u>Count and represent the numbers 1 to 3</u>  <u>Estimate and check by counting</u></p>	<p><u>Count up to six objects.</u>  <u>One more or one fewer</u>  <u>Order numbers 1 – 6</u>  <u>Conservation of numbers within six</u>  <u>Explore zero</u>  <u>Explore addition and subtraction</u>  <u>Estimate, order compare, discuss and explore capacity, weight and lengths</u>  <u>Describe, and sort 3-D shapes</u>  <u>Describe position accurately</u></p>	<p><u>Count up to ten objects</u>  <u>Represent, order and explore numbers to ten</u>  <u>One more or fewer, one greater or less</u>  <u>Days of the week, seasons</u>  <u>Sequence daily events</u>  <u>Explore addition as counting on and subtraction as taking away</u>  <u>Counting and sharing in equal groups</u>  <u>Grouping into fives and tens</u>  <u>Relationship between grouping and sharing</u></p>	<p><u>Count up to 15 objects and recognise different representations</u>  <u>Order and explore number patterns to 15</u>  <u>One more or fewer</u>  <u>Doubling and halving</u>  <u>Relationship between doubling and halving</u>  <u>Describe and sort 2-D and 3-D shapes</u>  <u>Recognise, complete and create patterns</u></p>	<p><u>Commutativity</u>  <u>Explore addition and subtraction</u>  <u>Compare two amounts</u>  <u>Count up to 10 and beyond with objects</u>  <u>Represent, compare and explore numbers to 20</u>  <u>One more or fewer</u>  <u>One more one less</u>  <u>Estimate and count</u>  <u>Grouping and sharing</u>  <u>Coin recognition and values</u>  <u>Combinations to total 20p •Change from 10p</u></p>	<p><u>Describe capacities</u>  <u>Compare volumes</u>  <u>Compare weights</u>  <u>Estimate, compare and order lengths</u>  <u>Explore numbers and strategies</u>  <u>Recognise and extend patterns</u>  <u>Apply number, shape and measures knowledge</u>  <u>Count forwards and backwards</u></p>

	ELG	<p>Number ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p>Numerical Patterns ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					
<b>Unders tandin</b>	Past and Present	<b>Talk about members of their immediate family and community</b>	<i>Understand what the past is and how they have changed.</i>	<i>Discuss jobs that different people in the local community have</i>	<b>comment on images of familiar situations in the past</b>		<b>compare and contrast characters from stories including figures from the past</b>
	ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul>					
<b>Understandi ng the</b>	People, Cultural and Communities	<b>Name and describe people who are familiar to them</b>	<b>recognise that people have different beliefs and celebrate special times in different ways</b>	<b>understand that some places are special to members of their community</b>	<i>Explain elements of life in this country</i>	<b>recognise some similarities and differences between life in this country and life in other countries</b>	

	ELG	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>					
	The Natural World	<b>explore the natural world around them</b>  Understand the effect of changing seasons on the natural world around them.	<b>describe what they see hear and feel whilst outside</b>	<b>draw information from a simple map</b>  Understand the effect of changing seasons on the natural world around them.	<i>Describe the environment where they are.</i>	<b>recognise some environments which are different from the one in which they live</b>	<b>Understand the effect of changing seasons on the natural world around them.</b>
	ELG	Explore the natural world around them, making observations and drawing pictures of animals and plants; <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>					
Expressive Arts and Design	Creating with Materials	<i>safely use a range of materials</i>  <i>Experiment with colour and texture</i>	<i>Experiment with design, form and function</i>  <b>Explore a variety of artistic effects</b>	<b>Use and refine a variety of artistic effects</b>	<i>Discuss their creations and how they made them</i>	<b>Use and refine a variety of artistic effects to express their ideas and feelings</b>	<b>Return to and build upon previous learning refining their ideas and their ability to represent them</b>
	ELG	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>					

	<b>Being Imaginative and Expressive</b>	Develop storyline in their pretend play explore and engaging in music making and dance	perform music and dance solo and in groups.	create collaboratively sharing ideas resources and skills	sing in a group or on their own increasingly matching the pitch and following the melody	listen attentively, move to and talk about music expressing their feelings and responses	watch and talk about dance and performance art expressing their feelings and responses
<b>ELG</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>						

**Development matters objective**

*SJSG objective*

Birth to 5 Matters

Maths Mastery