

Communication and Language		Physical Development		PSED		
Listening, Attention, Understanding	Speaking	Fine Motor	Gross Motor	Self-Regulation	Managing Self	Building Relationships
<p><b>Social rules of listening</b> Able to show a small amount of control, e.g., waiting for their turn and resisting the impulse to grab what they want with support from an adult.</p> <p><b>Listening to what is read with understanding</b> Listens to their friends with increasing interest.</p> <p><b>Listening, retelling, recounting and performing</b> Join in with familiar rhymes and stories. Follows a story with props and pictures.</p> <p><b>Listening and learning</b> Understands questions that may be more abstract. E.g., ‘Where is the bear going?’.</p> <p><b>Listening to following instructions</b> Listens to and follows simple directions.</p> <p><i><b>Is starting to use some new vocabulary and join in with songs, stories and rhymes.</b></i></p>	<p><b>Phonology - Rules about the structure and sequence of speech sounds</b> Becoming very intelligible in connected speech. - Continued refinement of articulatory skills taking place. - Consonants mastered: ‘b’, ‘d’, ‘k’, ‘g’, ‘f’, ‘y’. Final devoicing - A voiced consonant at the end of a word like ‘b’ or ‘d’ is substituted with a voiced consonant like ‘g’ or ‘v’, ‘pick’ for pig. • Gliding - ‘r’ becomes a ‘w’ and ‘l’ becomes a ‘w’ or ‘y’ sound ‘wabbit’ for ‘rabbit’ or ‘yeyo’ for yellow.</p> <p><b>Pragmatics - Rule for appropriate and effective communication</b> Primitive narratives: events follow from central core/use of inference in stories.</p> <p><b>Semantics - Vocabulary and how concepts are expressed through words</b> Knows between, above, below, top, bottom. Contractions used consistently Uses negative ‘not’ consistently. Pronouns: ‘he’, ‘she’, ‘I’, ‘you’, ‘me’, ‘mine’, consistent. - ‘Are’, ‘they’, ‘their’ used inconsistently. - Reflexive pronoun ‘myself’ emerging. ‘What was...?’, ‘What were...?’ questions emerging. - ‘Was...’ ‘were’ (yes/no questions emerging</p> <p><i><b>Knows some colours and prepositions.</b></i></p>	<p><b>Control:</b> Begins to use directional and symbolic mark marking when drawing.</p> <p><b>Dexterity:</b> Shifts grasp and grip to find comfortable method.</p> <p><b>Flexibility:</b> Is increasingly independent as they get dressed and undressed, for example, puts coats on and does up zips with some help.</p> <p><i><b>Shows finer control with smaller tools whilst still needing some help with tricky things like buttons.</b></i></p> <p><i><b>Shows good control in large movements like changing direction when running.</b></i></p>	<p><b>Flexibility:</b> Understands how to adjust speed or direction when playing games.</p> <p><b>Hand-eye co-ordination:</b> Starts to use a range of tools confidently (but not always competently).</p> <p><b>Balance:</b> Shows increasing balance and control by, for example, climbing up apparatus, using alternate feet.</p> <p><b>Strength:</b> Shows awareness of own strength limitations e.g. knows when they can’t lift something after trying.</p> <p><i><b>Shows good control in large movements like changing direction when running.</b></i></p>	<p><b>Behaviour:</b> Able to show a small amount of control, e.g., waiting for their turn and resisting the impulse to grab what they want with support from an adult.</p> <p><b>Awareness of own feelings:</b> Will ask adults for help.</p> <p><b>Other’s feelings (empathy):</b> Tells an adult when another child is upset.</p> <p><b>Challenge:</b> Selects and uses activities and resources independently (builds up over the Summer Term).</p> <p><b>Engagement:</b> Confident to talk to other children when playing together and will communicate freely about what they are doing.</p> <p><i><b>Starts to be more confident to play with others and is beginning to self-regulate in play situations.</b></i></p>	<p><b>Confidence</b> Usually adapts behaviour to different events, social situations and changes in routine.</p> <p><b>Resilience</b> Beginning to become more confident in resolving own conflicts during their play, with prompts and adult support.</p> <p><b>Following rules</b> Does not always need an adult to remind them of a rule. Begins to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p><b>Making Choices</b> Accepts the needs of others and can take turns and share resources some of the time. .</p> <p><b>Personal Health</b> Develops a secure understanding of basic self-care needs, and keeping our bodies healthy.</p> <p><i><b>More aware of others around them and the need to take account of others around them. Has some accountability for their actions.</b></i></p>	<p><b>Relationships/co-operation</b> Initiates play, offering cues to peers to join in.</p> <p><b>Play</b> Plays with one or more other children, extending and elaborating play ideas in simple terms.</p> <p><b>Attachments</b> Is aware of how to display friendly/positive behaviour..</p> <p><b>Aware of own needs</b> Becomes less adult-reliant on dealing with their emotions.</p> <p><b>Sensitivity to other’s needs</b> Shows awareness of the emotions of other children in the setting.</p> <p><i><b>Shows interest in other children’s play and may start to observe with interest and join in the game.</b></i></p> <p><b>Jigsaw Link: Relationships</b></p>

Literacy			Maths		
Word Reading	Comprehension	Writing	Number	Numerical Patterns	Shape Space and Measures
<p><b>Phonics:</b> <b>Listening and making sounds:</b> I join in with tongue twisters and games where 2 or 3 words begin with the same sound <b>Recalling and sequencing sounds:</b> I remember and say two alliterative words which describe an object in a story, song or game</p> <p><b>Talking about sounds:</b> I spot when two words don't begin with the same spoken sounds and when they do</p> <p><b>Word reading</b> Recognises their full name.</p> <p><b>Phonological Awareness</b> Joins in with alliterative games and tongue twisters Recognises words with the same initial sound, such as mum, mouse and money.</p> <p><i>Explores and identifies alliteration</i></p>	<p>Understands that we read English text from left to right and from top to bottom. Is beginning to identify the main character and a key event in a story that they know well (with support).</p> <p><i>Can talk about the characters in a story.</i></p>	<p><b>Handwriting</b> Begins to copy over name with increasing control and accuracy. Uses Pincer grip. <b>Spelling</b> Writes some letters correctly</p> <p><b>Composition</b> Says an appropriate word to complete a sentence that is said aloud, e.g., 'We're going to the ... zoo/park/ shop/beach'.</p> <p><i>Starts to make shapes that are recognisable as pre-letter shapes. Can start to write name as a shape.</i></p>	<p><b>Number</b> Begins to use understanding of numbers to solve practical problems in play and meaningful activities.</p> <p><b>Place value/cardinality</b> Recognises numerals to five and starts to link them to amounts up to five and maybe beyond.</p> <p><b>Calculation</b> Solves real-world mathematical problems with numbers up to 5.</p> <p><i>Counts up to five and is starting to understand cardinal principle.</i></p>	<p><b>Counting (including pattern)</b> Links numerals and amounts: for example, shows the right number of objects to match the numeral, up to 5. <b>Comparison</b> Compares quantities using language: 'more than'. <b>Pattern</b> Explores and adds to simple linear patterns of two or three repeating items, e.g., stick, leaf (AB) or stick, leaf, stone, (ABC)..</p> <p><i>Can use "more than" to identify different groups.</i></p>	<p><b>Shape</b> Attempts to create arches and enclosures when building, using trial and improvement to select blocks. <b>Measures</b> Makes comparisons between objects relating to size, length, weight and capacity.</p> <p><i>Makes simple comparisons.</i></p>

			Expressive Arts and Design	
Past and Present	People Culture and Communities	The Natural World	Creating with Materials	Being Imaginative and Expressive
<p><b>Chronology and Sequencing</b> Remembers and talks about significant events in their own experience. Starts to use the vocabulary; today, tomorrow, and yesterday in the correct context. Names and describes people who are familiar to them. Compares and contrasts characters from stories, including figures from the past.</p> <p><b>Historical Enquiry</b> Shows interest in the lives of people who are familiar to them.</p> <p><b>Similarities and Differences</b> Takes an interest in the different roles of people who support their community and makes observations of their role, uniforms, transport.</p> <p><i>Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms.</i></p>	<p><b>Religious Education</b> Understands that some places are special to members of their community. Recognises that people have different beliefs and celebrate special times in different ways. Can use key vocabulary such as trees, rivers, beaches etc in the correct context. Draws information from a simple map. Begins to recognise different types of buildings, foods, weather, animals and landscape.</p> <p><b>Locational Geography</b> Draws own plans/maps of immediate environment.</p> <p><b>Geographical Knowledge</b> Children can say how you might travel to different places in the world.</p> <p><b>Similarities and Differences</b> Uses knowledge or experiences to compare buildings, foods, weather, animals and landscape. <i>Knows simple features of their own environment.</i></p>	<p><b>Working Scientifically</b> Explores the natural world around them. Describes what they see, hear and feel whilst outside. Recognises some environments that are different to the one in which they live. Begins to recognise the effect of changing seasons on the natural world around them.</p> <p><b>Similarities and Differences</b> Begins to understand the effect their behaviour can have on the environment. Listens to and talks about non-fiction books, applying new knowledge and vocabulary. Says what they can hear, see, and feel whilst outside.</p> <p><i>Children start to understand they can influence their environment and make changes to the space around them..</i></p>	<p><b>Art- Drawing</b> Understands that they can use lines to enclose a space and begins to use these shapes to represent objects. Drawings show what the child perceives as most important about the subject. Understands that they can use lines to enclose a space and begins to use these shapes to represent objects. Drawings show what the child perceives as most important about the subject.</p> <p><b>Painting</b> Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.</p> <p><b>Colour</b> Explores colour and how colours can be changed. Distinguishes between colours and names them.</p> <p><b>Multimedia</b> Manipulates malleable materials to create shapes. Selects from a variety of resources to use in collage based on personal choices and criteria. 'It's pink. I like pink'.</p> <p><b>DT- Design</b> Creates items of personal interest. Share their creations, explaining the process they used Uses the environment/images to support the decision of what to create.</p> <p><b>Make</b> Can use simple tools safely. Knows how to use a hole using a hole punch. Knows how to hold scissors and use them to make snips in paper. To join construction pieces together to build and balance.</p> <p><b>Technical Knowledge</b> Knows how to and can join construction pieces together to build and balance.</p> <p><b>Evaluate</b> Plays with their creations. Can articulate if they like what they have made or not and being to give a reason.</p> <p><b>Food and Nutrition</b> Knows what textures are and can use them to describe different foods. – soft, hard, sweet, sour, crunchy, smooth. Explores a range of baking experiences. Begin to make healthy choices. (Link to PSED)</p>	<p><b>Imagination and Creativity</b> Develops preference for forms of expression. Engages in imaginative role-play based on own first-hand experiences that includes roles and a simple narrative, for example, having dinner together, going to the shops</p> <p><b>Musical development Hearing &amp; listening</b> Identifies and matches an instrumental sound, for example, hears a shaker and indicates that they understand it is a shaker.</p> <p><b>Musical development vocalising &amp; singing</b> Sings a few familiar songs. Creates sounds in vocal sound games.</p> <p><b>Musical development moving &amp; dancing</b> Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Uses movement to express feelings.</p> <p><b>Musical development Exploring &amp; playing</b> Plays instruments with control to play loud/quiet (dynamics), fast/slow (tempo).</p> <p>Shows control to hold and play instruments to produce musical sound, e.g., holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p> <p><i>Shows a preference for types and methods of expression and shows more control when expressing themselves.</i></p>