



Literacy			Maths		
Word Reading	Comprehension	Writing	Number	Numerical Patterns	Shape Space and Measures
<p><b>Phonics</b> Listens intently to stories they enjoy by joining in with repeated refrains. Treats and handles books with care, holding them correctly, turning the pages, etc.</p> <p><b>Phonological Awareness</b> Joins in with rhymes and songs fluently, remembering the words.</p> <p><b>Engages with words, books, print and songs more independently during their play.</b></p>	<p>Asks questions or makes comments about what they can see.</p> <p><b><i>Shows particular interest in stories or parts of stories.</i></b></p>	<p>Handwriting Can use large threading equipment with support. Uses gross motor (whole body) movements to make marks and explore mark making</p> <p>Composition Identifies the picture and where something might be in the picture.</p> <p>Spelling/Phonics Notices an adults marks and tries to copy.</p> <p><b><i>Mark making with a range of tools.</i></b></p>	<p><b>Number</b> Stamps, claps, the right number of times with adult support.</p> <p><b>Place value/cardinality</b> Can say how old they are.</p> <p><b>Calculation</b> Knows that there are more children if another joins the group.</p> <p><b><i>Says how old they are and shows the right number of fingers.</i></b></p>	<p><b>Counting (including pattern)</b> Counts in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’</p> <p><b>Comparison</b> Knows that there are more children if another joins the group.</p> <p><b>Pattern</b> Shows an interest in pictures, items etc arranged in patterns.</p> <p><b><i>Counts in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’</i></b></p>	<p><b>Shape</b> Shows awareness of how to navigate their bodies around the space.</p> <p><b>Measures</b> Compares sizes, weights etc. using gesture and language - ‘high/low’.</p> <p><b><i>Is aware of how to navigate their bodies around the space.</i></b></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> Enjoys pictures and stories about themselves, family and other people. Historical Enquiry Shows curiosity to handle unknown objects. Similarities and Differences Notices children around them and points to their features like a tee shirt.</p> <p><b><i>Children show they are noticing changes by pointing to things that are different and acknowledging when things are different.</i></b></p>	<p>Religious Education Children listen to stories about people from different communities. Locational Geography Children can say the name of their town, Geographical Knowledge Children can talk about a holiday or trip somewhere. Similarities and Differences Notice differences between people.</p> <p><b><i>Children look at photographs of themselves and can identify themselves.</i></b></p>	<p>Working Scientifically Explores materials with different properties.</p> <p>Similarities and Differences Explores natural materials, indoors and outside.</p> <p><b><i>Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking</i></b></p>	<p>Art- Drawing Start to make marks intentionally. Creates large lines and circles and marks.</p> <p>Painting Starts to notice the paint moves with the fingers and brushes. Likes to dip the brush and watch the paint on the paper.</p> <p>Colour Notices there are different colours to choose from.</p> <p>Multimedia Begins to independently explore a range of media through sensory activities using whole body.</p> <p>DT- Design Starts to make models and structures.</p> <p>Technical Knowledge Begins to imitate how an adult uses tools.</p> <p><b><i>Shows interest in mark marking large and sometimes small scale.</i></b></p>	<p><b>Imagination and Creativity</b> Responds emotionally and physically to music when it changes. Sometimes creates moved to music.</p> <p><b>Musical development: Hearing &amp; listening</b> Anticipates phrases and actions in rhymes and songs, like ‘Peepo’. Enjoys singing, listening to music and joins in with toys that make a sound.</p> <p><b>Musical development: vocalising &amp; singing</b> Joins in with songs and rhymes, making some sounds. Makes repetitive sounds.</p> <p><b>Musical development moving &amp; dancing</b> Notices and is interested in the effects of making movements which leave marks. Moves and dances to music.</p> <p><b>Musical development Exploring &amp; playing</b> Explores a range of sound-makers and instruments and plays them in different ways. Begins to play alongside other music they hear.</p> <p><b><i>Moves and interacts to music. Claps with adults to the music.</i></b></p>	