

Westcott Early Years Long term Plan and skills

	Autumn	Spring	Summer
Oracy: Communication and Language Nursery	<p><u>Listening, Attention and Understanding</u> I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes I can follow simple instructions with up to two key words 'put on your hat'</p> <p>I can answer questions using who, what, when, where I can respond and give my attention when someone speaks to me (using my name helps)</p> <p><u>Speaking</u> I can use talk in my play to help organise e.g. "You sit there.... I will be the mummy" I am beginning to develop my sentences using a stem sentence to help me. e.g. I can see...</p>	<p><u>Listening, Attention and Understanding</u> I can start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc. I can follow and respond to instructions with three key words accurately 'Can you wash Dolly's face'</p> <p>I can answer a range of questions. I am starting to understand 'why?' in terms of investigations etc. I can respond appropriately when I am spoken to e.g. asked a direct question I know to try and listen when someone else is speaking.</p> <p><u>Speaking</u> I can use some new vocabulary e.g. scientific and story vocabulary e.g. parts of a flower, vocab from stories I can develop my sentences e.g. I have more milk I can express my opinion using short sentences e.g. I like / I don't like</p>	<p><u>Listening, Attention and Understanding</u> I can listen carefully to songs, stories and rhymes and respond by joining in I can understand and respond to instructions with 2 parts: 'get your coat and sit on the carpet' I can understand and respond to 'why' questions 'Why do you think the caterpillar got fat' I can start a conversation and take it in turns to speak</p> <p><u>Speaking</u> I can use talk to share what I think I can join in with conversations during my play (linked to listening) I can use a sentence of 4-6 words e.g. Can I have more milk please? I can express my point of view during play e.g. 'the window goes at the front, not at the back</p>
Oracy: Communication and Language Reception	<p><u>Listening, Attention and Understanding</u> I can understand and demonstrate good listening behaviours I can follow simple instructions (with two or more parts) reliably I engage in story times e.g. joins in actions and repeated refrains I can learn and join in with familiar songs and rhymes I can wait and take turns in conversation.</p> <p><u>Speaking</u> I am starting to share my ideas with familiar adults e.g. in their play (construction, junk modelling – what are you going to build)</p>	<p><u>Listening, Attention and Understanding</u> I can say what I think. I ask questions about what I have heard e.g. through non fiction texts / photo sharing I can respond to what others say.</p> <p><u>Speaking</u> I can share my ideas in small groups I can share my ideas with familiar adults either 1-1 or in a small group I can explain events that have already happened with some detail I can engage in stories, rhymes and non-fiction sharing my ideas about them I am starting to use past, present and future</p>	<p><u>Listening, Attention and Understanding</u> I can listen carefully I can respond with questions, comments and actions in whole class discussions and in their play I can make comments about what I have heard I can ask questions to help me understand I can engage in conversation with my friends and teachers.</p> <p><u>Speaking</u> I can take part in whole class and group discussions I can explain why things happen/ might happen</p>

	<p>I can talk to others (adults and children)</p> <p>I use talk to organise my thoughts e.g their talk makes sense</p> <p>I can beginning to talk about stories, rhymes and non-fiction</p> <p>I can use a sentence to share my own ideas</p>		tenses in a sentence	<p>I can use vocabulary from stories, non-fiction, rhyme and poems</p> <p>I can express ideas and feelings I can use full sentences using past, present and future tenses</p> <p>I can use conjunctions (with support and modelling) to connect my ideas</p>
PSED Nursery	<p><u>Self Regulation</u> I can express a range of emotions and start to talk about them</p> <p><u>Managing Self</u> I can explore the setting confidently knowing that a familiar person is close by.</p> <p><u>Building Relationships</u> I enjoy the company of other children and play alongside them</p>	<p><u>Self Regulation</u> I can share or take turns with the support of an adult.</p> <p><u>Managing Self</u> I am becoming outgoing with unfamiliar people in the safe context of the setting.</p> <p><u>Building Relationships</u> I can play with other children and sharing ideas as we play</p>	<p><u>Self Regulation</u> I can identify feelings using words like happy, sad, angry. I can follow rules and don't always need adult support.</p> <p><u>Managing Self</u> I am confident to take part in new activities, sometimes adult led activities.</p> <p><u>Building Relationships</u> I can understand how to share the toys whilst playing or understand how to resolve an issue e.g. if a friend has a toy you want / not everyone can be Spiderman!</p>	<p><u>Self Regulation</u> I can talk about my own feelings (happy, sad and angry). I can follow basic instructions and the "rules" of the setting.</p> <p><u>Managing Self</u> I am starting to handle new experiences with more confidence.</p> <p><u>Building Relationships</u> I can play with others cooperatively.</p>
PSED Reception	<p><u>Self Regulation</u> I can talk about feelings (happy, sad, angry) I am starting to follow basic instructions e.g. Get your coat.</p> <p><u>Managing Self</u> I am starting to become more confident when things are new (dealing with the transition). I am showing an awareness of rules and how to behave in the classroom. I can toilet myself.</p>	<p><u>Self Regulation</u> I can identify a range of different feelings. I can keep on trying when I find something difficult - resilience. I am starting to sit and listen during adult focus time</p> <p><u>Managing Self</u> I can follow basic instructions (not routines) consistently e.g. can you get me a pencil?</p>	<p><u>Self Regulation</u> I can say how others are feeling based on their expressions and actions I can say what I am good at and what I would like to improve. I can begin to show that I can wait for my requests and needs to be met. I can sit and listen and begin to respond during adult focus time I can follow instructions with two or more parts</p> <p><u>Managing Self</u> I can keep on trying even when I am finding something difficult and make changes where appropriate. I can talk about the school and class rules. I can talk about what is right and wrong.</p>	<p><u>Self Regulation</u> I can show my understanding of my own feelings and those of others by changing my behaviour. I can set myself goals I can wait for my requests and needs to be met. I can listen to and respond to adults I can follow instructions accurately (several ideas/ actions)</p> <p><u>Managing Self</u> I can try new activities I can show resilience, independence and perseverance when things are difficult I can explain and follow rules (in the classroom and around school)</p>

	<p><u>Building Relationships</u> I can play with one or more children cooperatively</p> <p>I can talk about feelings (happy, sad, angry)</p>	<p>I am starting to try new activities. I can follow some of the school and class rules. I am starting to know ways to stay healthy. I can take off my coat/jumper and put it back on again.</p> <p><u>Building Relationships</u> I can play with a small group of children, sharing ideas. I am starting to form good relationships with the familiar adults in my class. I can express and identify my feelings e.g. I am happy when ... I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc</p>	<p>I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.</p> <p><u>Building Relationships</u> I can work well with others sharing ideas and taking turns I can begin to think about the perspective of others e.g. conflict in stories I can show friendly behaviour in the classroom and around school I am developing friendships with lots of different people. I can identify how others feel and respond to them appropriately e.g through stories and pictures.</p>	<p>I can show I know right from wrong by my behaviour I can manage my own basic hygiene and personal needs e.g. toileting and dressing I can explain about healthy food</p> <p><u>Building Relationships</u> I can work with others in a group I can play with others, take turns and share I can form good relationships with the adults in the classroom and around school I have lots of friends and positive friendships I know what my own needs are and can share them e.g. can you help me or ask a friend to ... do my zip, build a tower I am sensitive to the needs of others.</p>
Physical Development Nursery Gross motor skills	I can climb confidently I can jump with both feet off the ground.	I can run, jump and hop	I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc. I can stand on one leg and hold a pose I can use my whole arm to go up and down and left and right.	I can skip, hop and stand on one leg confidently I can move in different ways e.g. gallop or slither I can use large scale movements to wave flags and to paint marks
Physical Development: Nursery: Health and fine motor skills	I can use the toilet with help	I can use the toilet independently	I can manage my toileting needs e.g. using the toilet, washing and drying hands	I can use the toilet independently, usually dry throughout the day and can wash and dry my hands thoroughly

	I can put on my coat with support. I am starting to use my fine motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)	I can put on my coat independently. I can begin to use a range of tools and equipment e.g. paintbrushes, hairbrushes etc I can show a preference for a dominant hand.	I can put on my coat and zip it up with support. I can begin to think about the food I eat and how to be healthy in my choices I can begin to use scissors to make snips in paper I can thread beads onto a string and use tweezers to pick up objects I can begin to use a pencil with a comfortable grip.	I can put my coat on and zip it up independently I can make healthy choices about food and drink. I can use one handed tools confidently (making snips in paper with scissors) I can use a comfortable grip with good control when using pencils	
Physical Development Reception	<p><u>Developing gross motor skills</u> I can climb stairs using alternate feet I can develop movement (using age appropriate bikes, scooters etc.) I can skip, hop and stand on one leg confidently.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p><u>Develop fine motor skills</u> I show a preference for a dominant hand with a comfortable pencil grip, using scissors I can draw a picture</p>	<p><u>Developing gross motor skills</u> I can use lots of different ways of moving appropriately e.g roll, crawl, run I can climb over, under and through obstacles I can begin to skip.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, Climbing.</p> <p><u>Develop fine motor skills</u> I can show good pencil control when mark making and drawing I can use cutlery and other one handed equipment e.g.</p>	<p><u>Developing gross motor skills</u> I can throw, kick, pass and catch a large ball I can use small equipment showing co-ordination. E.g. quoits, beanbags, tools.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p><u>Developing gross motor skills</u> I can move across large equipment showing strength and balance. I know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p><u>Develop fine motor skills:</u> I can sit at a table to write I can begin to hold a pencil in a tripod grip I can use scissors with control</p>	<p><u>Developing gross motor skills</u> I can travel around space and obstacles safely. I can combine different movements with ease and fluency.</p> <p><u>Developing fine motor skills:</u> Develop the foundations of a handwriting style</p> <p><u>Developing fine motor skills</u> I can show strength, balance and coordination in movement I can move in different ways- run, jump, skip, climb. I can confidently and safely use a range of large and small apparatus indoors and outside and in a group</p> <p><u>Developing fine motor skills:</u> I can hold a pencil effectively in preparation for writing I can use a range of tools e.g. scissors, paintbrushes, cutlery I can draw with some degree of accuracy</p>

		paintbrushes				
Gross and Fine Motor development for handwriting Nursery (Developed through Funky Fingers Carousel of activities and in enhancements in provision)	Up and down movement	Vertical lines	Horizontal lines	Arches and circles	Wavy lines	Zig zag lines
Gross and Fine Motor development for handwriting Reception (Developed initially through Funky Fingers Carousel of activities and in enhancements in provision- later into handwriting sessions)	Arches, circles and spirals	Squares, diagonal lines	Triangles	Letter formation taught in letter families	Letter formation- moving onto words thinking about tall and small letters	
Expressive Arts: Music Nursery Music Express Scheme	Pulse I can listen, enjoy and take part in action songs/rhymes. I can play percussion instruments in response to different sorts of music.	Voice I can sing simple songs such as nursery rhymes from memory. I can sing simple 'follow my leader' songs.	Rhythm I can listen carefully and have a go at clapping in time to a simple melody/tune. I can do the same with percussion instruments such as claves; shakers or drums.	Pitch I can listen, then have a go at singing the pitch of a tone sung by another person (pitch match) I can sing broadly in tune – going up and down, down and up- of familiar songs	Listening and Enjoyment of music I can listen for a short period of time to a variety of different music styles and genres. I can say which music style they like/dislike	Performance I can join in singing familiar songs and use actions
Expressive Arts: Music Reception Music Express Scheme	Pulse I can imitate movements in response to music I can keep a steady pulse with some accuracy (eg clapping, marching, tapping) I can explore, respond and identify long and short sounds.	Voice I can sing songs I can perform actions to accompany songs. (Move like a snake, spider etc.)	Rhythm I can explore rhythm through play and create rhythms I can keep a steady pulse when playing I can recognise a different tempo. I can listen and take turns.	Pitch I can sing broadly in tune with a limited pitch range. I can create music, and suggest symbols to represent sounds.	Listening and Enjoyment of music I can comment and respond to recorded music from different traditions genres, styles and times. For eg: 'This music is makes me feel happy/sad	Performance I know many songs and be able to sing them off by heart using actions.
Maths Nursery	I can organise and categorise objects identifying those that are the same I can match objects I can recognise name and	I can count to 2, recognising the numeral I am beginning to notice different patterns in the	I can count to 3, recognising the numeral I can sort and match objects and label and beginning to talk about	I am beginning to count 3 or 4 objects by saying one number for each item. I am beginning to separate a group of 3	I am beginning to select a particular named shape I am beginning to talk about the shapes of everyday	I am continuing to develop an understanding of measure I am beginning to develop an

	<p>match colours I can use language of 'same' when matching objects. I am beginning to understand different I am beginning to recite numbers in order to five- through singing songs I can manipulate objects to begin to get an understanding of number I can count and recognise the numeral 1 I can select a small number of objects from a group-please give me one- give me two I am beginning to explore 1:1correspondence by movement of objects- 1 spoon for each teddy I am beginning to represent numbers using fingers, on a five frame I can recognise a circle shape</p>	<p>environment I am beginning to make arrangements with objects. Begin to talk about an arrangement- leaf/conker/leaf I am beginning to make repeating patterns using 2 objects. I am beginning to recognise there is an order to counting. I am beginning to assign one counting word to each object 1-3 I am beginning to understand how many are left from number rhyme experience I can make comparisons between quantities which has more/fewer I am beginning to know that numbers identify how many are in a set I can recognise a triangle shape I am beginning to compare objects using appropriate language according to space, size Big/little/small</p>	<p>what is the same and what is different</p>	<p>or 4 objects in different ways I can recognise and match some number patterns Subitising 1, 2,3, I am beginning to match numeral and quantity I can recognise a square shape I can recite numbers in order to 5 I know that numbers identify how many in a set. I realise that not only objects can be counted I can recognise and match some number patterns I understand how many are left from number rhymes I am beginning to use the word 'less' when using props I can copy a pattern with one attribute I am beginning to use a pattern ABAB I can explore pattern using actions I notice pattern in the environment I show an interest in shapes and space by playing with arrangements with</p>	<p>objects I can use shapes appropriately for tasks I am continuing to develop an understanding of size- tall/short I can counts up to 5 objects I am beginning to subitise small numbers I am beginning to select the correct numeral to represent 1-5 I am beginning to order numbers to 5, discussing their position I am beginning to count beyond 5 saying one number name for each item. I am beginning to recite backwards from 5. I can separate a group of up to 5 objects in different ways beginning to recognise the total is still the same I am beginning to find the total of items in 2 groups by counting all of them I can subitise up to 3 items and spot</p>	<p>understanding of capacity I can explore filling and pouring using associated language- full, empty, half full I am beginning to use the language of weight Heavy/light I can use words bigger/smaller when comparing numbers I am beginning to select correct numeral to represent 1-5 I am beginning to order numerals to 5 and talk about their position. I can show an awareness of similarities and shapes in the environment I show an interest in shape by sustained construction I am beginning to use shapes appropriately for tasks I am beginning to follow some instructions using positional language I can give some instructions using</p>
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		<p>I am developing an understanding of size I can categorise objects big/large Little/small I can find the odd one out I can sort a group of objects by size and name each set I am developing an understanding of positional language I am beginning to follow some instructions using positional language</p>		<p>objects I can use the language of same and different when comparing small sets- dominoes, rolling 2 dice with spots I can recognise and match some number patterns I can compare 2 groups saying when they have the same/different number I can use the language of more than and fewer than With support, I am beginning to use full sentences when comparing sets</p>	<p>groups of 1,2,3 within larger groups of objects.</p>	<p>positional language</p>
<p>Maths Reception</p>	<p>I can relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set I can develop my knowledge of the counting sequence, including through rhyme and song I am developing 1:1 correspondence, including by coordinating movement and counting I know that anything can be counted, including actions and sounds I can explore a range of</p>	<p>I can subitise within 5, perceptually and conceptually, depending on the arrangements. I can experience patterns which show a small group and '1 more' I am continuing to develop my counting skills I can explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand I can count beyond 5</p>	<p>I can subitise by continuing to explore patterns within 5, including structured and random arrangements I can explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part I continue to match arrangements to finger patterns. I am developing object counting skills, using a range of strategies</p>	<p>I can explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. I am consolidating my understanding of cardinality, working with larger numbers within 10 I am exploring the composition of numbers within 10. I can compare numbers, reasoning about which is more, using both an</p>	<p>I can use subitising skills to enable me to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number I can subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</p>	<p>I am practising familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns I am aware of composition of odd and even numbers, looking at the 'shape' of these numbers I can link even numbers to doubles I can compare sets by matching, identifying when</p>

	<p>strategies which support accurate counting. I can describe objects and volume learning/ using vocabulary long, tall, high, short, heavy, light, full, empty I can continue a repeating AB pattern I can perceptually subitise within 3 I can identify sub-groups in larger arrangements I can create my own patterns for numbers within 4 I can use my fingers to represent quantities which I can subitise I can experience subitising in a range of contexts, including temporal patterns made by sounds. I understand that sets can be compared according to a range of attributes, including by their numerosity I can use the language of comparison, including 'more than' and 'fewer than' I can compare sets 'just by looking'. I can see that all numbers can be made of 1s I can sort 2D shapes I can match 2D shapes. I can name and describe</p>	<p>I am beginning to recognise numerals, relating these to quantities I can subitise and count. I am exploring the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot I am exploring the composition of numbers within 5. I can compare sets using a variety of strategies, 'just by looking', by subitising and by matching I can compare sets by matching, seeing that every object can be matched to one in the other set, they contain the same number and are equal amounts. I can name and describe squares and rectangles I can learn days of the week in context of class timetable and responsibilities</p>	<p>I link counting to cardinality, including using my fingers to represent quantities between 5 and 10 I can order numbers, linking cardinal and ordinal representations of number. I can compare sets using the language of comparison, and play games which involve comparing sets I can compare 2 objects by, weight and capacity. I can count non-standard measures (cubes, teaspoons) to match weight and capacity I can explore composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 I can explore the composition of 6, linking this to familiar patterns, including symmetrical patterns I am beginning to see that numbers within 10 can be composed of '5 and a bit' I can count non-</p>	<p>understanding of the 'howmanyness' of a number, and its position in the number system. I can sort 3D shapes according to properties I can continue a repeating ABC pattern with three colours/shapes/object I can recognise symmetrical patterns, rotating or flipping shapes I can make own ABB and ABBC patterns I can spot errors in the sequence I can create symmetrical patterns</p>	<p>I am being encouraged to identify when it is appropriate to count and when groups can be subitised. I can count aloud to 20 and beyond I am becoming more familiar with the counting pattern beyond 20. I can verbally count to 20 and beyond, from different starting numbers I am developing the confidence and accuracy in both verbal and object counting. I can explore the composition of 10. I can order sets of objects, linking this to my understanding of the ordinal number system I can use money in role play I can perceptually subitise within 20 I can identify sub-groups in larger arrangements I can create my own patterns for numbers within 20</p>	<p>sets are equal I can explore ways of making unequal sets equal I can make a continuous (circular) repeating pattern I can combine shapes to make new shapes I can follow directions including left and right I can consolidate my understanding of concepts previously taught through working in a variety of contexts and with different numbers. I can estimate, measure, weigh Estimate, measure, weigh and compare and order objects Measurement- Money Recognise 1p, 2p, 5p and 10p coins Shape and Space Name and describe cube, cuboid, cylinder, sphere, cone and pyramid and compare and order objects I can recognise 1p, 2p, 5p and 10p coins</p>
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	<p>circles and triangles. I can describe position behind, in front, next to, in between</p>		<p>standard measures (cubes, teaspoons) to compare length, height. Indirect comparison; ordering 3 items by height, length, I can continue a repeating ABC pattern with three colours/shapes/objects. I can count actions carried out in a minute (less than 20). Learn months of the year</p>		<p>I can practise using my fingers to represent quantities which I can subitise I am experiencing subitising in a range of contexts, I can explore composition of numbers, linking this to familiar patterns, including symmetrical patterns I am beginning to see that numbers within 20 can be composed of '10 and a bit'</p>	<p>I can name and describe cube, cuboid, cylinder, sphere, cone and pyramid.</p>
<p>Literacy Nursery</p>	<p>Comprehension I can listen to short stories, songs and rhymes. I can repeat words and phrases in a familiar book I can join in with some words in familiar songs. I can hold the book the right way up and right way round</p> <p>Word Reading I can notice print e.g. familiar logos, bus numbers, first letter in my name.</p> <p>RWI-tuning into phonics and focus on C&L</p>	<p>Comprehension I can start to develop play around my favourite stories and props. I can start to join in with familiar stories, rhymes and songs. I can turn the pages one at a time in the right direction I can point to the front</p> <p>I understand that print has meaning (pretend to read)</p> <p>Word Reading I can discriminate between environmental and instrumental sounds.</p>	<p>Comprehension I am starting to use different vocabulary from books in my play. I can join in with familiar rhymes and songs (and some patterned stories) I know that my reading finger goes under the words I know that to read I start left to right and top to bottom I know what a 'word' is I can point to the back cover I know the difference between picture and text</p> <p>Word Reading I can hear initial sounds and recognise words with the same initial sound such as money and mother I can count or clap syllables in a word. I am beginning to spot and suggest rhymes I can copy a variety of voice sounds</p>	<p>Comprehension I can talk about stories I have heard I can retell some familiar stories I can sequence events from stories I have heard. I can use some story language or new vocabulary in my play.</p> <p>Word Reading I have good phonological awareness including oral blending skills, rhyme, alliteration and syllables.</p> <p>RWI-Set 1 Speed Sounds</p>		

		I can read my name RWI-tuning into phonics and focus on C&L	RWI-tuning into phonics and focus on C&L			
Literacy Reception (See separate writing progression grid)	<p>Word Reading I can hear and say initial sounds for words. I can orally blend words (e.g. adult says m-a-n and child says man).</p> <p>Comprehension I can talk about stories I have heard. I can recall some characters and events that happened. I can join in with familiar rhymes and songs (and some patterned stories)</p>	<p>Word Reading I can recognise and say most of the Set 1 RWI sounds I can start to blend the sounds together to read some CVC words. I can read some red words. I may be starting to read some simple captions e.g. the cat and the dog.</p> <p>Comprehension I can retell the key events in stories I am starting to recall facts from non-fiction. I can talk about what has happened in the story so far. I can listen carefully to stories, rhymes, non-fiction and songs.</p>	<p>Word Reading I can recognise and say all Set 1 single sounds I can start to identify some digraphs. I can segment the sounds in CVC words for reading I can blend the sounds in CVC words for reading. I can segment and blend simple words matched to my phonics knowledge. I can read captions. I can read taught red words</p> <p>Comprehension I can retell key events from stories I have read. I can describe the key events in stories or rhymes in some detail. I can recall facts from a non-fiction book e.g. lifecycles, growing, weather. I can say what might happen next in a story I can use the language I have heard in stories in my play and discussions e.g Bear Hunt, Jack and the Beanstalk.</p>	<p>Word Reading I can match the letter and sound for all Set 1 single sounds and digraphs (ck, nk, ng, ch, sh, th, qu, ff, ll, ss, zz) I can match the graphemes and sounds for some Set 2 sounds. I can read CVC words containing Set 1 sounds I can read taught red words I can read words containing known digraphs e.g. slow, sheep. I can read simple sentences and books matched to my phonics</p> <p>Comprehension I can explain what I have read or has been read to me I can retell simple stories I can recall facts from information I can say what I think might happen next. I can use new vocabulary throughout my play</p>		
Understanding the World Nursery Past and Present People, Culture and Communities The Natural World	<ul style="list-style-type: none"> I can talk about my body parts and what the function is of each part. I can identify similarities and differences between myself and my 	<ul style="list-style-type: none"> I know that everyone has a birthday I know that everyone has a birthday and they are usually celebrated in a 	<ul style="list-style-type: none"> I can learn about different modes of transportation and who operates them, how I travel to school, local area and natural 	<ul style="list-style-type: none"> I can listen to traditional stories such as The Three Little Pigs and talk about the materials used. 	<ul style="list-style-type: none"> I can talk about the life cycle of a plant and animals. I can plant my own seeds and check how tall the plants 	<ul style="list-style-type: none"> I can talk about the life cycle of a plant and animals. I am beginning understand the importance of looking after

	<ul style="list-style-type: none"> peers. I know about family structures and be able to talk about who is part of my family I can explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/doctors/fire fights/postman/shop assistant etc). I can draw a representation of myself. 	<ul style="list-style-type: none"> similar manner around the world. I am beginning to understand that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindus and Christmas is celebrated by Christians. 	<ul style="list-style-type: none"> environment. I know similarities and differences between modes of transportation I can make comparisons between habitats I know that wild animals live in forests/jungles/safari and sometimes zoos or aquariums I know there are different countries in the world and can talk about the differences I see I can talk about the forces I feel 	<ul style="list-style-type: none"> I can learn about Easter. I know about who celebrates Easter and what is its significance I can explore how things work I can use senses to explore the world around me 	<ul style="list-style-type: none"> grow. I know that living beings follow a similar growth pattern and make comparisons 	<ul style="list-style-type: none"> our environment and all living things and where we can collect natural resources from. I am developing a positive attitude about the differences between people
<p>Understanding the World Reception <u>Past and Present</u> <u>People, Culture and Communities</u> <u>The Natural World</u></p>	<ul style="list-style-type: none"> I know that we are the same, yet different I know how we fit into our local world. I know and can name some of our class/school rules I know we have choices and that these can lead to different consequences I know that there are routines and expectations in 	<ul style="list-style-type: none"> I can talk about the changes I observe in the environment I know that people around the world have different religions I can talk about how Hindus celebrate Diwali and Christians celebrate Christmas 	<ul style="list-style-type: none"> I can draw information from a simple map. I can use positional and directional language I can explore and talk about different forces they can feel when experimenting. I can recognise similarities and 	<ul style="list-style-type: none"> I can compare and contrast characters from stories, including figures from the past. I know that Christians celebrate Easter I can select appropriate materials according to their properties. I can name and identify a range of 	<ul style="list-style-type: none"> I know what a plant needs to grow. I can explain some concepts of growth through observation of seeds growing in class. I can talk about how I have changed since I was a baby. I can talk about 	<ul style="list-style-type: none"> I know and understand that some places are special to members of their community. I can respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others.

	<p>school</p> <ul style="list-style-type: none"> • I know that my family is unique and I can talk about the people that are special to me. • I know that a self-portrait is a picture we can do of ourselves • I know and can name the main body parts • I know that our body is made up of a skeleton which keep us upright and our muscles help us move our body • I know that our skeleton is made up of different bones such as spine, hip, neck, shoulder, shin, leg, ankle, arm, elbow etc. • I can name and am beginning to identify emotions- happy, sad, angry, frustrated, worried • I know how we can care for our learning environment • I can notice seasonal changes, such as the leaves falling off the trees. • I can name some 	<ul style="list-style-type: none"> • I know some historical facts and stories from different religions and celebrations 	<p>differences between</p> <ul style="list-style-type: none"> • the natural world around them in the past and present. • I can recognise some similarities and differences between life in this country and life in other countries. • 	<p>different materials and to know how they are used in familiar environments.</p>	<p>the life cycle of plants and animals and what they need to survive.</p> <ul style="list-style-type: none"> • I can describe what I see, hear, and feel whilst outside. • I know that humans and other animals can grow. • 	<ul style="list-style-type: none"> • I can explore floating and sinking using my knowledge of materials. • I am beginning to understand the importance of looking after our environment and all living things` and where we can collect natural resources from. • I can talk about the life cycle of plants and animals and what they need to survive. • I can describe what I see, hear, and feel whilst outside. • I know and understand the important processes and changes in the natural world around them, including seasons and changing states of matter through observations and
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	<p>occupations and say how real-life heroes can help keep us healthy and safe</p> <ul style="list-style-type: none"> I know about the value of respect and can talk about how we can show respect 				investigations
Expressive Arts and Design Being Imaginative Nursery	<ul style="list-style-type: none"> I can listen to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. I can use various construction materials. I can draw with increasing complexity I can explore colour mixing I am beginning to sing the 'pitch' of a tone sung by another person I can make simple models I can make patterns with paint and different objects, exploring what happens when you mix colours. I can use objects to print with and make patterns I can explore texture 	<ul style="list-style-type: none"> I can use scissors more effectively. I am beginning to act out different scenarios using props to enhance imaginative play I can sing familiar songs or make up own songs. I can construct by stacking blocks vertically and horizontally, making enclosures and creating spaces. I can play instruments with increasing control. I can join different materials and explore different textures. I know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. 	<ul style="list-style-type: none"> I can use puppets and props to act out different traditional stories. I can sing familiar songs in the correct tone and changing melody if appropriate. I can use available resources to create props to support role-play I can show different emotions in pictures clearly. I can develop complex stories I can explore different ways of using colour I can create collages from different materials 		
Expressive Arts and Design Being Imaginative Reception	<ul style="list-style-type: none"> I can remember the words to a range of songs. I can give meaning to the marks that are made. I can use role play to show how 'People who Help Us'. Uses simple tools and techniques competently and appropriately I can join materials together using pipecleaners, glue, tape and wool 	<ul style="list-style-type: none"> I can use a range of resources to create own props to aid role play. I can plan, carry out and evaluate and change where necessary. I can manipulate materials to achieve a planned effect I can join materials together using tools such as a stapler and hole punch and split pins I can use tools and equipment safely I can create different shades of colour through experimentation I can explore the work of artists 	<ul style="list-style-type: none"> I can use what I have learnt about media and materials in an original way and be able to explain my choices. I can select appropriate resources and adapts work where necessary. I can create two and three dimensional pieces of artwork I can add greater detail and decoration I can be inspired by artists to create my own pieces of art I can safely use and explore a variety of materials, tools and techniques, experimenting with 		

			<ul style="list-style-type: none">• colour, design, texture, form and function.
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