



Area of Learning		Baseline	End of Autumn Term	End of Spring Term	ELG/Summer Term
Communication & Language	Listening, Attention and Understanding	<p>Listens and responds to stories, rhymes and songs and responds by joining in and can recall the main events.</p> <p>Follows a series of simple instructions.</p> <p>Contributes sensible comments to discussions and conversations.</p> <p>Responds to questions</p>	<p>Demonstrates good listening behaviours.</p> <p>Engages in story time and listens carefully with interest, retaining what they have heard, recalling key points and saying what they think.</p> <p>Reliably responds to a series of instructions and questions.</p> <p>Contributes relevant comments in discussions.</p>	<p>Can switch attention from one task to another.</p> <p>Follows more complex instructions.</p> <p>Responds to what they hear/ discussion with sensible comments, relevant actions and questions.</p> <p>Confidently engages in conversation with familiar people at school.</p> <p>Is able to listen in whole school Collective Worship and recall some of the themes and comments at a later stage.</p>	<p>Listening, Attention and Understanding ELG</p> <ul style="list-style-type: none"> • 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; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	<p>Engages in conversation with adults and peers.</p> <p>Uses plurals and some tenses correctly.</p> <p>Can ask questions.</p>	<p>Communicates confidently with peers and adults.</p> <p>Uses talks to communicate needs, news, feelings and ideas.</p> <p>Uses and shows interest in new vocabulary.</p>	<p>Enjoys being part of conversations and discussions and uses new vocabulary in context.</p> <p>Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.</p>	<p>Speaking ELG</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • 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.

Personal, Social & Emotional Development	Self - Regulation	<p>Can focus attention in a group situation for a short period of time and can follow a series of simple instructions.</p> <p>Begins to recognise the rules and routines of the class/school and behave accordingly</p> <p>Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.</p> <p>Plays with other children, rather than alongside.</p> <p>Can play cooperatively, sharing equipment (sometimes with support)</p>	<p>Can become engrossed in an activity, sometimes finding it difficult to switch attention to another task.</p> <p>Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful, in themselves and others.</p> <p>Can focus attention in a whole class group for a teaching session, e.g. phonics.</p> <p>Is willing to keep trying if something is difficult or challenging.</p> <p>Reliably responds to instructions.</p>	<p>Can label and talk about own and others' emotions.</p> <p>Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups.</p> <p>Completes set challenges/tasks independently.</p> <p>Is able to talk about self in positive ways, identifying skills that can be improved and demonstrates pride in achievements.</p> <p>Can wait for short periods of time for needs to be met.</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • 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.
	Managing Self	<p>Confident to access the environment with minimal support and follows the rules as part of the new routine.</p> <p>Reliably toilet trained and just needs some reminders to wash hands and help with fastenings.</p>	<p>Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.</p> <p>Perseveres with fastenings on coats and can manage own belongings with much greater independence.</p> <p>Washes hands without reminders.</p>	<p>More confident to tackle new challenges and with encouragement will keep going.</p> <p>Follows school and class rules and can talk about their importance.</p> <p>Knows some ways to keep healthy.</p>	<p>Managing Self ELG</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
	Building Relationships	<p>Can play with other children as part of a game or activity, without adult support.</p> <p>Can take turns and share, sometimes with adult support.</p> <p>Makes new friends in the class and enjoys talking to adults to share news or as part of an activity.</p>	<p>Is aware of the needs of others but can find it hard to let others take the lead.</p> <p>Comfortably Interacts with a variety of children and is building good relationships with adults and peers.</p> <p>Recognises when another child is upset and responds appropriately.</p>	<p>Can cooperate with others, listening and sharing ideas and will listen to advice about how to solve disagreements.</p> <p>Uses words and sometimes actions to solve conflicts amicably.</p> <p>Takes turns in group activities.</p> <p>Identifies how others feel and responds appropriately.</p>	<p>Building Relationships ELG</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs.

Physical Development	Gross Motor Skills	<p>Can run, jump (2 feet), hop and skip (short bursts)</p> <p>Can stand on one leg for a short time and use balance bikes and scooters effectively</p> <p>Has good coordination and balance when negotiating equipment and other people.</p> <p>Is able to tackle parts of the trim trail e.g. low climbing, balance beams (maybe with support), tyres</p> <p>Uses trikes and scooters confidently.</p> <p>Uses brooms to brush and spades to dig in sand and soil.</p>	<p>Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding.</p> <p>Shows awareness of others when moving and can vary speed.</p> <p>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</p> <p>Can throw and kick a large ball.</p> <p>Can manipulate large and smaller construction equipment</p>	<p>Can throw, kick, pass and catch a large ball.</p> <p>Able to balance independently on and off equipment.</p> <p>Can jump safely from a piece of equipment.</p> <p>Demonstrates coordination and balance when moving/travelling in different ways.</p>	<p>Gross Motor Skills ELG</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	<p>Can use scissors to make snips and cut lines, holding scissors in one hand.</p> <p>Can copy some recognisable letter shapes from name.</p> <p>Holds pencil or paintbrush in fingers rather than a whole hand grasp.</p> <p>Shows a preference for a dominant hand.</p> <p>Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).</p>	<p>Attempts to use a tripod grip with some consistency when drawing and painting</p> <p>Often chooses to draw, representing recognisable objects or shapes in work.</p> <p>Uses scissors effectively to cut along curved lines, holding scissors in the correct position.</p> <p>Is able to mould and shape dough/clay with fingers and tools.</p>	<p>Sits at a table to write, with a correct posture for writing.</p> <p>Holds a pencil in a tripod grip and marks made show more control and accuracy.</p> <p>Uses scissors independently to cut around more complex shapes, turning the paper as appropriate.</p> <p>Draws pictures with more details.</p> <p>Uses cutlery effectively.</p>	<p>Fine Motor Skills ELG</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.
Literacy	Comprehension	<p>Enjoys listening to stories, rhymes and songs and responds by joining in with repeated refrains.</p> <p>Listens and responds to stories, rhymes and songs and can recall some of the main characters and events.</p> <p>Talks about what they have heard in stories/books</p> <p>Can retell a simple story using story vocabulary and visual clues as appropriate e.g. when talking through a favourite book.</p>	<p>Has a love of stories and listens attentively to story time.</p> <p>Enjoys talking to others about favourite stories and books.</p> <p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p>	<p>Shows understanding of what they have read and responds appropriately with questions and anticipation of what might happen next.</p> <p>Has a good understanding of story structure and can retell and make up own stories using vocabulary learnt.</p> <p>Identifies non-fiction books and can remember some facts.</p>	<p>Comprehension ELG</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

	Word Reading	<p>Can discriminate between sounds eg environmental sounds</p> <p>Can keep a simple rhythm and match rhyming words.</p> <p>Knows that print carries meaning.</p> <p>Is able to recognise own name.</p> <p>Can say the initial sound in a word.</p> <p>Is beginning to orally blend some simple vc and cvc words.</p>	<p>Can match Phase 2 graphemes and phonemes.</p> <p>Can segment, blend and read Phase 2 cvc words.</p> <p>Can read simple Phase 2 captions and sentences.</p> <p>Can read Phase 2 tricky words.</p> <p>Knows that print is read from left to right.</p>	<p>Reads books with an increasing range of Phase 2 and 3 cvc words and tricky words.</p> <p>Reads most Phase 2 and 3 tricky words.</p> <p>Says the correct sound for most Phase 2 and 3 graphemes, understanding that 2 or 3 letters can combine to make a new sound (digraph, trigraph)</p>	<p>Word Reading ELG</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<p>Can say the initial sound in a word.</p> <p>Is beginning to orally segment and blend some simple vc and cvc words.</p> <p>Uses some recognisable letter shapes when writing own name.</p> <p>Applies their emergent writing skills to different areas of the classroom e.g. writing their name on paintings, in role play etc</p>	<p>Can segment and spell Phase 2 cvc words.</p> <p>Can match Phase 2 graphemes and phonemes.</p> <p>Writes simple vc and cvc words and labels.</p> <p>Is starting to write simple captions.</p> <p>Orally says a simple sentence for writing (and count words).</p> <p>Writes some lower-case letters correctly.</p> <p>Uses some upper-case letters, e.g. for own name, Mum and Dad.</p>	<p>Writes most lower-case letters correctly, using a tripod grip.</p> <p>Writes some upper-case letters correctly.</p> <p>Says the sound for each Phase 2 and 3 grapheme.</p> <p>Writes cvc words and labels using Phase 2 and 3 phonemes. (words might not be correctly spelt but are phonetically plausible)</p> <p>Spells some tricky words.</p> <p>Writes simple captions and sentences, increasingly independently.</p> <p>Uses finger spacing between words and is beginning to use a fullstop.</p> <p>Adult can read what they've written and child can read it back to an adult.</p>	<p>Writing ELG</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.

Mathematics	Number	<p>Recognise some numbers of personal significance e.g. 4 '1 am 4'</p> <p>Understands the meaning of same/different</p> <p>Can count, recognise and order numbers to 5</p> <p>Rote counts to 5 and beyond and subitises to 3.</p>	<p>Can subitise to 5</p> <p>Is beginning to recognise and talk about the different ways that amounts of 5 can be made (composition). Can demonstrate with a variety of manipulatives, including fingers.</p>	<p>Developing sense of numbers beyond 5 and can subitise to 6.</p> <p>Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10.</p> <p>Links subtraction facts to composition of numbers to 5.</p> <p>Recalls some double facts to 10.</p>	<p>Number ELG</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • 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.
	Numerical Patterns	<p>Compares amounts using the language of 'more'.</p> <p>Reads numerals to 5 and matches to an amount.</p> <p>Orders numbers to 5.</p> <p><i>Uses some everyday language to talk about and compare size and shape. Recognises a repeated pattern and is beginning to create own patterns and arrangements.</i></p>	<p>Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less than or more than.</p> <p>Recognises numbers to 10 and puts them in order.</p> <p><i>Uses some shape names appropriately and understands prepositional language. Creates a repeated pattern with attention to colour, size and shape and can talk about it.</i></p>	<p>Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10.</p> <p>Recognises patterns within number.</p> <p><i>Uses mathematical language to compare and talk about shape and size.</i></p>	<p>Numerical Patterns ELG</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World	Past and Present	Talks confidently and in some detail about family, identifying relationships within the family and recognising differences between self now and as a baby.	Understands the difference between past and present and is starting to make comparisons between now and then, using experiences and artefacts as appropriate (eg photos, conversations with grandparents etc) Developing some awareness and knowledge of historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day, Can talk about the roles of different people in society e.g. people who help us.	Talks about historical events and how things were different in the past, asking questions and relating to own knowledge and experiences and to what they have seen, heard or read. Talks about how peoples lives and roles have changed over time, identifying some similarities and differences.	Past and Present ELG <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling;
	People, Culture and Communities	Talks about the world around them and the people and places that are familiar to them. Recognises that everyone is different and may like different things to them and that this is ok.	Listens carefully to stories about different places and is beginning to recognise that different places have different physical features, practices and traditions. Begins to recognise some differences between life in this country and other countries e.g. hot and cold places. Knows about some celebrations/festivals and is able to talk about how they might be celebrated, e.g. Christmas, Eid-al-fitr, Chinese New Year. Appreciates and respects difference.	Has a broader understanding of the wider world and draws comparisons between own local environment and community practices and other places. Looks at and makes simple maps of local environment. Describes a journey within the local environment. Knows that prayer and Collective Worship are religious practices that are part of the life of our school community.	People Culture and Communities ELG <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • 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; • 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.

	The Natural World	<p>Explores the natural world and talks about the things they observe, sometimes relating to prior experience.</p>	<p>Describes some features of plants and animals and recognises when things are the same and different.</p> <p>Observes the changing seasons and can talk about them e.g. leaves falling off the trees, cold weather, different clothing etc</p>	<p>Has a more developed general knowledge about living things and the natural world and can describe what they see and make simple links.</p> <p>Continues to observe the changing seasons in relation to weather, activities, clothing, etc. Can talk about what they observe and make simple links.</p> <p>Understands and uses some age appropriate scientific language when talking about the environment, natural world and living things e.g. evergreen, recycle, hibernate</p> <p>Recognises different materials used in everyday life and can talk about them.</p>	<p>The Natural World ELG</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • 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; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts & Design	Creating with Materials	<p>Enjoys using and exploring a range of different art and craft materials and techniques; eg paint, printing, collage. Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles. Uses drawing materials to create pictures with a range of lines and shapes.</p> <p>Imaginatively uses objects to represent something else e.g. this box is the garage.</p> <p>Develops own stories through role and small world play.</p>	<p>Makes some independent choices about the resources needed and talks about creations.</p> <p>Can talk about their artwork/construction and signal key parts e.g. this is me, this is the bed etc</p> <p>Cuts along curved lines with scissors and uses moulding tools with malleable materials.</p> <p>Uses a range of shapes and colours to represent observational drawings.</p> <p>Moulds and shapes clay/dough with fingers and tools.</p> <p>Uses materials and props to retell stories and imaginary situations, based on own experiences and knowledge.</p>	<p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>Is beginning to plan a design before starting and will talk about what they are doing.</p> <p>Uses a range of tools and equipment safely, with greater control and independently.</p> <p>Can select the most appropriate tool or joining material for the job.</p> <p>Can initiate and create their own props for role play.</p>	<p>Creating with Materials ELG</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories.

	<p>Being Imaginative and Expressive</p>	<p>Joins in with familiar songs and rhymes in class by singing, using actions and movement. Experiments with percussion instruments, freely exploring sounds. Accesses role play and small world resources, sometimes playing with others to develop storylines.</p>	<p>Plays with others to develop storylines in role play or small world. Can follow a simple beat and is developing their ability to copy a simple rhythm using body percussion e.g. clapping Is developing their repertoire of songs by learning and recalling new ones. Rehearses for and performs in the nativity play.</p>	<p>Along with others, collects resources to develop their own role play storylines. Plays a range of percussion instruments and demonstrates a growing ability to copy a rhythm using the instruments. Enjoys singing a wide range of songs and rhymes and can perform them for others. Is beginning to move in time to music.</p>	<p>Being Imaginative and Expressive ELG</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music
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