

Early Years Skills and Knowledge Progression Map

Writing						
Nursery	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p>I can distinguish between the different marks I make.</p> <p>I understand and make connections between my actions and the marks being made.</p> <p>I know how to trace letters for my name.</p> <p>I know what a letter is.</p>	<p>I can randomly scribble on a page.</p> <p>I can balance when sitting.</p> <p>I can hold my mark making equipment using the palmer grip.</p> <p>I can begin to trace letters of my name.</p> <p>I can begin to write identifiable shapes and letters</p> <p>I can begin to copy shapes, letters and pictures</p>	<p>I know what the marks I have made mean.</p> <p>I know the initial sound of some familiar words.</p> <p>I know the initial letter for my name.</p> <p>I know how to begin to write identifiable letters</p> <p>I know what a capital letter is.</p> <p>I know what a letter is.</p> <p>I know what a sound is.</p>	<p>I am showing increasing control over tools like pencils and crayons.</p> <p>I can use a range of tools to make marks.</p> <p>I can write some letters of my name.</p> <p>I can use my knowledge of letters and print in my early writing through play.</p> <p>I can begin to write identifiable shapes and letters</p> <p>I can copy shapes, letters and pictures</p> <p>I can begin to write identifiable letters</p> <p>I can recognise a capital letter at the start of my own name and being to recognise it in the names of others.</p>	<p>I can tell an adult what I have drawn or painted.</p> <p>I can recognise a capital letter at the start of my name.</p> <p>I can start to write identifiable shapes and letters.</p> <p>I know how to write my own name.</p> <p>I know how to begin to write identifiable letters</p> <p>I know what a capital letter is.</p> <p>I know what a letter is.</p> <p>I know what a sound is.</p> <p>I know what a phoneme is.</p>	<p>I can identify sounds from my own name in other words.</p> <p>I can draw lines and circles in the air, on the floor and on paper.</p> <p>I can grip using five fingers or two fingers and a thumb.</p> <p>I can use pincers, tweezers and threading equipment with control.</p> <p>I can copy shapes, letters and pictures.</p> <p>I can use my knowledge of letters and print in my early writing through play.</p> <p>I can write some letters accurately.</p> <p>I can begin to write identifiable letters</p> <p>I can recognise a capital letter at the start of my own name and the names of others.</p>
Reception	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p>I can tell an adult what I have drawn or written.</p> <p>I can create representations of people, events and objects.</p> <p>I can identify sounds from my own name in other words.</p> <p>I can recognise a capital letter at the start of my name.</p> <p>I am beginning to know how to slowly sound out unfamiliar words to write.</p> <p>I know how to write some phase 2 hfw's.</p> <p>I know how to write some</p>	<p>I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p> <p>I can use tools for mark making with greater control.</p> <p>I can grip using five fingers or preferably two fingers and thumb for control.</p> <p>I can use pincers, tweezers and threading equipment with increasing control and confidence.</p> <p>I can write identifiable letters.</p> <p>I can write my own name and other simple words.</p>	<p>I can use some identifiable letters to communicate meaning and uses them to write captions and labels.</p> <p>I can talk about sentences and start to write short sentences.</p> <p>I can start to use full stops and capital letters in the correct places.</p> <p>I know how to write some phase 2 and 3 hfw's.</p> <p>I know how to write some phase 2 and 3 tricky words.</p> <p>I know how to segment and blend the sounds in simple words and name to spell.</p>	<p>I can sit on a chair with a straight back and my feet on the floor.</p> <p>I can control finer tools when playing with dough.</p> <p>I can use pincers, tweezers and threading equipment with control and confidence.</p> <p>I can use tools for mark making with control.</p> <p>I can use a tripod grasp.</p> <p>I can form recognisable letters correctly.</p> <p>I can read back my writing.</p> <p>I can begin to rehearse what I write orally before writing.</p> <p>I can segment and blend the</p>	<p>I can use my phonic knowledge to write words in ways which match my spoken sounds.</p> <p>I can also write some irregular common words.</p> <p>I can spell some words correctly and others are phonetically plausible.</p> <p>I know how to write phase 2 and 3 tricky words.</p> <p>I know how to write phase 2 and 3 hfw's.</p> <p>I know how to write some phase 4 hfw's.</p> <p>I know how to write some phase 4 tricky words.</p>	<p>I can sit on a chair with a straight back and my feet on the floor.</p> <p>I can use tools for mark making accurately.</p> <p>I can control finer tools when playing with dough.</p> <p>I can use a tripod grasp.</p> <p>I can use pincers, tweezers and threading equipment with control and confidence.</p> <p>I can form recognisable letters correctly and accurately.</p> <p>I can write simple sentences which can be read by myself and others.</p> <p>I can write simple sentences following discussions.</p>

	<p>phase 2 tricky words.</p> <p>I am beginning to know how to segment and blend the sounds in simple words and name to spell.</p> <p>I can begin to spell some common exception words.</p> <p>I can begin to know how to spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>I can begin to understand that a sentence needs a capital letter, finger spaces between each words and a full stop.</p> <p>I know what a capital letter is.</p> <p>I know what a full stop is.</p> <p>I know what a letter is.</p> <p>I know what a phoneme is.</p> <p>I know what a digraph is.</p>	<p>I can copy letter formation.</p> <p>I can write cvc words with increasing accuracy.</p> <p>I can begin to write simple sentences with the support of a sentence starter and key words.</p> <p>I can begin to use finger spaces between my words.</p> <p>I can begin to make my writing sit on the line.</p> <p>With support I can begin to use a capital letter to start my writing.</p> <p>With support I can use finger spaces.</p> <p>With support I can use a full stop to finish my sentence.</p>	<p>I can spell some common exception words</p> <p>I know how to spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>I know that I can use 'and' to make my sentence longer.</p> <p>I know that a sentence needs a capital letter, finger spaces between each words and a full stop.</p> <p>I can form the digits 0-9 with increasing accuracy.</p> <p>I can recognise capital letters.</p> <p>I know what a capital letter is.</p> <p>I know what a full stop is.</p> <p>I know what a letter is.</p> <p>I know what a phoneme is.</p> <p>I know what a digraph is.</p> <p>I know what a trigraph is.</p>	<p>sounds in simple words and name sounds.</p> <p>I can begin to write simple sentences following discussions.</p> <p>I can use finger spaces between my words.</p> <p>I can use a capital letter to start my sentence.</p> <p>I can use a full stop to end my sentence.</p> <p>I can make my letters sit on the line with increasing accuracy.</p> <p>I can begin to rehearse what I want to write orally before writing it.</p> <p>I can read what I have written to an adult.</p> <p>I can begin write short sentences with known sound-letter correspondences.</p>	<p>I know how to segment and blend the sounds in simple words and name to spell.</p> <p>I can spell some common exception words</p> <p>I know how to spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>I know what an adjective is.</p> <p>I know that I can use 'and' to make my sentence longer.</p> <p>I know that a sentence needs a capital letter, finger spaces between each words and a full stop.</p> <p>I know that I can use 'because' to explain why.</p> <p>I know how to form the digits 0-9 correctly.</p> <p>I can recognize capital letters.</p> <p>I know what a capital letter is.</p> <p>I know what a full stop is.</p> <p>I know what a letter is.</p> <p>I know what a phoneme is.</p> <p>I know what a digraph is.</p> <p>I know what a trigraph is.</p> <p>I know what a question mark is.</p> <p>I know what a sentence is.</p>	<p>I can begin to sequence sentences in chronological order to recount an event or experience.</p> <p>I can use a capital letter to start my sentence.</p> <p>I can use a full stop to end my sentence.</p> <p>I can use finger spaces between my words.</p> <p>I can use adjectives in my writing to describe what something looks like.</p> <p>I can make my letters sit on the line with increasing accuracy.</p> <p>I can begin to rehearse orally what I want to write before writing it.</p> <p>I can begin to reread what I have written to check it makes sense.</p> <p>I can write short sentences with known sound-letter correspondences.</p>
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Reading						
Nursery	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p>Word Reading</p> <p>I know lots of nursery rhymes.</p> <p>I know the initial sound for my name.</p> <p>I know and can spot signs and symbols in the environment.</p> <p>Comprehension</p> <p>I am beginning to understand that print has different purposes.</p>	<p>Word Reading</p> <p>I can repeat songs, rhymes, stories and familiar phrases.</p> <p>I can fill in missing words from well-known rhymes.</p> <p>I can recognise the initial sound for my name.</p> <p>Comprehension</p> <p>I can hold a book the right way.</p> <p>I can turn the pages.</p> <p>I can look at the pictures.</p> <p>I can listen to what is being</p>	<p>Word Reading</p> <p>I know which books, songs and rhymes I prefer.</p> <p>I can recall what certain signs and symbols mean in the environment.</p> <p>I know what my name looks like.</p> <p>I know how to spot some rhymes.</p> <p>I can turn pages in a book.</p> <p>I know the initial sound in familiar words.</p> <p>I know the letters of the alphabet.</p>	<p>Word Reading</p> <p>I can notice and repeat sounds.</p> <p>I can identify signs and symbols in the environment.</p> <p>I can show enjoyment for stories about familiar people.</p> <p>I can recognise my own name.</p> <p>I can suggest some words that rhyme with support.</p> <p>I can clap the syllables in words with support.</p> <p>I can recognise and repeat phase 2 sounds.</p>	<p>Word Reading</p> <p>I can identify rhymes and rhyming words.</p> <p>I know lots of rhymes and stories and join in with them.</p> <p>I know how to hold a book and turn the pages.</p> <p>I can talk about events and characters in books.</p> <p>I can identify sounds of the alphabet and know which sounds they make.</p> <p>I can suggest words that</p>	<p>Word Reading</p> <p>I can retell stories to my friends.</p> <p>I can make a suggestion about what might happen next in a story.</p> <p>I can clap the syllables in words.</p> <p>I can recognise and repeat phase 2 sounds.</p> <p>I can begin to decode cvc words.</p> <p>I can begin to blend cvc words.</p> <p>I can recognise letters and sounds of the alphabet</p>

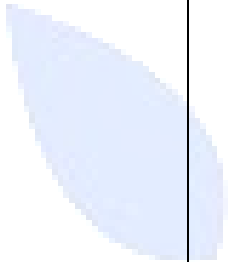

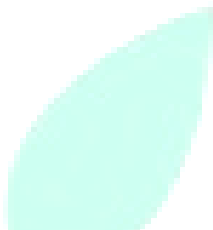
	<p>I am beginning to understand that print has meaning. I can use picture clues to suggest how a character is feeling</p>	<p>read. I can talk about stories I like using new vocabulary. I can listen to and show enjoyment for stories about familiar people and rhyming stories</p>	<p>Comprehension I know that print has different purposes. I know that print has meaning. I am beginning to know where we start reading. I am beginning to know the different names for the different parts of the book. I can use picture clues to suggest how a character is feeling</p>	<p>I can begin to sound out cvc words. I can begin to blend cvc words with support. I can recognise letters and sounds of the alphabet</p> <p>Comprehension I can look at books for pleasure. I can talk about familiar stories that I like. I can follow the story using visual prompts. I can talk for short conversations about stories, learning new vocabulary. I can listen to and show enjoyment for stories about familiar people and rhyming stories</p>	<p>rhyme. I know how to sport rhyming words in a book, poem or piece of writing. I can recognise the initial sound in a wider range of words. I know the letters of the alphabet</p> <p>Comprehension I know the names of the different parts of the book. I know where to start reading. I know that we read English text from left to right and from top to bottom. I can answer 'why' questions about a story. I can use picture clues to suggest how a character is feeling</p>	<p>Comprehension I can look at books for pleasure. I can talk about familiar stories that I like. I can say what I don't like or like about a story. I can follow a story using visual prompts. I can answer simple questions about familiar stories. I can talk for extended conversations about stories, learning new vocabulary. I can listen to and show enjoyment for stories about familiar people and rhyming stories</p>
Reception	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p>Word Reading I can join in with rhymes and stories. I can identify sounds in words, in particular, initial sounds. I can link sounds to letters in the alphabet. I can retell a story to friends. I know phase 2 phonemes and can recognise them. I can recognise phase 2 HFW's I can recognise phase 2 tricky words.</p> <p>Comprehension I know where to start reading. I know that we read English text from left to right and from top to bottom. I know how to find</p>	<p>Word Reading I can recognise my own name. I can segment and blend simple words demonstrating my knowledge of sounds. I can hold a book, turn the pages and indicate an understanding of pictures and print.</p> <p>Comprehension I can use pictures to tell stories. I can sequence familiar stories. I can independently look at a book, holding them the correct way and turning pages. I can engage in story times, joining in with repeated phrases and actions. I am beginning to answer questions about the stories I hear. I can enjoy an increasing range</p>	<p>Word Reading I can make my own rhymes. I can talk about events and characters in books. I can use vocabulary and events from stories in my play. I know phase 2 phonemes and can recognise them. I can recognise phase 2 HFW's I can recognise phase 2 tricky words. I can recognise phase 3 sounds. I can recognise phase 3 high frequency words. I can recognise phase 3 tricky words.</p> <p>Comprehension I know how to find information and retrieve it from the book. I know the structure of a story. I know how to make a prediction. I know the names of the different</p>	<p>Word Reading I can read simple words and simple sentences. I can identify rhymes. I can make suggestions about what might happen next in a story. I can talk about my favourite book.</p> <p>Comprehension I can act out stories. I can begin to predict what may happen in the story. I can suggest how the story might end. I can retell a story. I can follow a story without pictures or props. I can talk about the characters in the books I am reading. I can say how characters are feeling I can say what might happen next. I can retrieve information from the</p>	<p>Word Reading I can read some common irregular words. I can recognise phase 2 3 and 4 HFW's I can recognise phase 2 3 and 4 tricky words. I can recognise phase 3 sounds. I can read consonant CVCC CCVC words.</p> <p>Comprehension I know how to find information and retrieve it from the book. I know the structure of a story. I know how to make a prediction. I know the names of the different parts of the book. I know that an author writes the book. I know that an illustrator draws the pictures.</p>	<p>Word Reading I can read and understand simple sentences. I can use phonic knowledge to decode regular words and read them aloud accurately. I can demonstrate understanding when talking with others about what I have read. I can read with expression.</p> <p>Comprehension I can answer questions about what I have read. I can use vocabulary that is influenced by my experience of books. I can retrieve information from books accurately. I can make predictions about what might happen next. I can give an alternative ending. I can ask questions to find out more</p>

	<p>information in books with some support.</p> <p>I know the names of the different parts of the book.</p> <p>I know that an author writes the book.</p> <p>I know that an illustrator draws the pictures.</p> <p>I know that the blurb tells a little bit about the story.</p> <p>I can check the meaning of new vocabulary or words I am unsure of.</p> <p>I can learn new vocabulary.</p> <p>I can share my ideas about a story by articulating my ideas and thoughts in well-formed sentences.</p> <p>I can talk about stories to build familiarity and understanding.</p> <p>I can use picture clues to suggest how a character is feeling</p>	<p>of books including, fiction, non-fiction, poems and rhymes.</p> <p>I can begin to say how characters are feeling</p> <p>I can begin to say what might happen next.</p> <p>I can begin to retrieve information from the text.</p> <p>I can answer 'why' questions about a story.</p> <p>I can ask questions to find out more and to check that I understand what has been read.</p> <p>I can connect one idea to another using connectives.</p> <p>I can describe some events in the story in detail.</p> <p>I can engage in non-fiction books.</p> <p>I can listen to and discuss a growing range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>parts of the book.</p> <p>I know that an author writes the book.</p> <p>I know that an illustrator draws the pictures.</p> <p>I know that the blurb tells a little bit about the story.</p> <p>I can check the meaning of new vocabulary or words I am unsure of.</p> <p>I can learn new vocabulary.</p> <p>I can share my ideas about a story by articulating my ideas and thoughts in well-formed sentences.</p> <p>I can talk about stories to build familiarity and understanding.</p>	<p>text.</p> <p>I can ask questions to find out more and to check that I understand what has been read.</p> <p>I can connect one idea to another using connectives.</p> <p>I can describe some events in the story in detail.</p> <p>I can engage in non-fiction books.</p> <p>I can listen to and discuss a growing range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>I know that the blurb tells a little bit about the story.</p> <p>I know how to ask questions about new vocabulary to clarify my understanding.</p> <p>I know how to ask questions to further my understanding of what I have read.</p> <p>I can check the meaning of new vocabulary or words I am unsure of.</p> <p>I can learn new vocabulary.</p> <p>I can share my ideas about a story by articulating my ideas and thoughts in well-formed sentences.</p> <p>I can talk about stories to build familiarity and understanding.</p>	<p>and to check that I understand what has been read.</p> <p>I can connect one idea to another using connectives.</p> <p>I can describe some events in the story in detail.</p> <p>I can engage in non-fiction books.</p> <p>I can listen to and discuss a growing range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>
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Phonics

Nursery	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p><u>Environmental Sounds</u></p> <p>To know that we use our ears to listen.</p> <p>To know that different environments can have different sounds.</p> <p>To know what sounds everyday objects make e.g. closing the door, phone ringing, the doorbell, etc.</p> <p>To know what sounds may be heard outdoors e.g. crunching leaves, rain, cars, etc.</p> <p>To know what noises different animals make e.g. pig, cow, dog, etc.</p>	<p><u>Environmental Sounds</u></p> <p>To begin to listen to environmental sounds.</p> <p>To begin to show an awareness of environmental sounds.</p> <p><u>Instrumental Sounds</u></p> <p>To begin to use musical instruments to make sounds.</p> <p>To begin to show an awareness of different instrumental sounds.</p> <p><u>Body Percussion</u></p> <p>To be able to use their body to make different sounds.</p> <p><u>Rhythm and Rhyme</u></p>	<p>To begin to know the following phase 2 phonemes: s a t p l n m d g o c k ck</p>	<p>To continue to revise skills learnt in Phase 1.</p> <p>To begin to correctly articulate some phase 2 phonemes.</p> <p>To begin to be able to recognise some phase 2 phonemes.</p> <p>To begin to be able to recognise some phase 2 graphemes.</p> <p>To be able to recognise the initial phoneme in their name.</p> <p>To begin to be able to recognise other phonemes in their name.</p> <p>To be able to recognise the initial phoneme in CVC words.</p> <p>To be able to identify an object from the initial phoneme.</p>	<p>To begin to know the following phase 2 phonemes: e u r h b f ff l ll ss</p>	<p>To continue to revise skills learnt in Phase 1.</p> <p>To begin to correctly articulate some phase 2 phonemes.</p> <p>To be able to recognise some phase 2 phonemes.</p> <p>To be able to recognise some phase 2 graphemes.</p> <p>To be able to recognise the initial phoneme in their name.</p> <p>To be able to recognise other phonemes in their name.</p> <p>To be able to recognise the initial phoneme in CVC words.</p> <p>To be able to identify an object from the initial phoneme.</p> <p>To be able to identify some phonemes in CVC words.</p>

	<p><u>Instrumental Sounds</u> To begin know the names of some musical instruments e.g. tambourine, drum, bell, etc. To begin to know how to make sounds using some of the musical instruments. To know that different musical instruments make different sounds.</p> <p><u>Body Percussion</u> To know that we can use our bodies to make different sounds e.g. clapping hands, tapping knees, stomping feet, etc. To know that you can repeat the same sound using our bodies e.g. clapping hands. To know that we can make sounds louder or quieter using our bodies e.g. tapping our feet vs stomping our feet.</p> <p><u>Rhythm and Rhyme</u> To know that rhyming words sound the same. To know that rhyming words end in the same sound. To know that not all words rhyme together.</p> <p><u>Alliteration</u> To know that sounds can be repeated. To know that the repeated sound is the initial sound. To know that words start with an initial sound.</p> <p><u>Voice Sounds</u> To know that we can use our mouth to make different movements e.g. blowing, sucking, etc.</p>	<p>To begin to join in with known rhymes and songs. To begin to develop an awareness of rhyming words.</p> <p><u>Alliteration</u> To begin to develop an understanding of alliteration. To begin to understand that sounds can be repeated. To be able to recognise similar and repeated sounds. To begin to be able to identify the initial sound in a word. To be able to match an object to the initial sound heard.</p> <p><u>Voice Sounds</u> To be able to distinguish the differences in vocal sounds. To be able to use their mouth to make different movements. To be able to use their mouth to make different sounds.</p> <p><u>Oral Blending and Segmenting</u> To be able to copy an adult who is robot talking. To be able to listen to an adult robot talk and begin to hear the different sounds. To be able to listen to an adult robot talk and begin to blend CVC words. To be able to identify some sounds in CVC words when an adult robot talks. To begin to be able to identify some sounds in CVC words when an adult talks.</p>				
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	<p>To know that we can use our voices to make different sounds.</p> <p>To know that we can use our voices to make quieter and louder sounds.</p> <p><u>Oral Blending and Segmenting</u></p> <p>To know that words can be segmented by robot talk.</p> <p>To know that robot talk can be blended together as a word.</p>					
Reception	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p>Phase 2:</p> <p>Phase 2 Phonemes</p> <p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>High frequency words:</p> <p>A, as, at, an, and, it, is, in, on, get, mum, back, but, had, off</p> <p>Tricky words: I, no, go, to, the, into</p>	<p>To continue to revise skills learnt in Phase 1.</p> <p>To learn the correct articulation of individual phonemes.</p> <p>To learn the correct formation of single graphemes.</p> <p>To be able to recognise Phase 2 phonemes.</p> <p>To be able to add sound buttons to CVC words.</p> <p>To be able to orally blend VC and CVC words.</p> <p>To be able to orally segment VC and CVC words.</p>	<p>Phase 3:</p> <p>Phase 3 Phonemes j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo/oo, ar, or, ur, ow, oi, er, ear, air, ure</p> <p>High frequency words:</p> <p>For, too, look, down, now, see, that, them, this, then, will, with</p> <p>Tricky words:</p> <p>Me, be, he, we, she, you, are, her, was, all, my, they</p>	<p>To continue to revise skills learnt in Phase 2.</p> <p>To learn the correct articulation of digraphs and trigraphs.</p> <p>To learn the correct formation of new graphemes.</p> <p>To be able to recognise Phase 3 phonemes.</p> <p>To be able to add sound buttons to digraphs and trigraphs.</p> <p>To be able to add sound buttons to CVC words.</p> <p>To be able to blend CVC words using known GPC.</p> <p>To be able to segment CVC words using known GPC.</p> <p>To be able to blend to read alien words.</p> <p>To be able to blend to read simple captions.</p> <p>To be able to segment to spell simple captions.</p> <p>To be able to decode phase 3 high frequency words.</p> <p>To be able to read and spell phase 3 tricky words.</p>	<p>Revise phase 3</p> <p>Phase 4</p> <p>Final constant: CVCC</p> <p>Initial constant: CCVC</p> <p>Consonant blends: CCCVC, CCVCC, CCVCC</p> <p>Polysyllabic words.</p> <p>High frequency words:</p> <p>Went, just, from, help, it's, children</p> <p>Tricky words:</p> <p>So, do, one, like, said, out, what, have, when, were, come, some, there, little.</p>	<p>To continue to revise skills learnt in Phase 2 and 3.</p> <p>To be able to add sound buttons to CCVC, CVCC, CCCVC, CCCVCC and polysyllabic words.</p> <p>To be able to identify a vowel and a consonant.</p> <p>To be able to blend to read and segment to write simple captions, sentences and questions.</p> <p>To be able to blend and segment adjacent consonants.</p> <p>To recognise, blend and segment the digraph 'nk'.</p> <p>To be able to blend and segment CCVC, CVCC, CCCVC, CCVCC and polysyllabic words using known GPC.</p> <p>To be able to divide words into syllables when blending and segmenting.</p> <p>To be able to blend to read alien words.</p> <p>To be able to decode phase 4 high frequency words.</p> <p>To be able to read and spell phase 4 tricky words.</p>

Maths						
Nursery	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	Number	Number	Number	Number	Number	Number
	<p>I know the value of numbers 1-5.</p> <p>I know different representations of numbers to 3.</p> <p>I am beginning to understand different compositions of numbers to 5.</p>	<p>I can recognise numbers to 5.</p> <p>I can develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>I can show 'finger numbers' up to 5.</p> <p>To begin to attempt to form numbers 1 to 5.</p> <p>I can recognise numbers to 5.</p>	<p>I know the value of numbers 1-5/10.</p> <p>I know different representations of numbers to 3/5.</p> <p>I am beginning to understand different compositions of numbers to 5/10.</p>	<p>I can recognise numbers to 5/10.</p> <p>I can develop fast recognition of up to 3/5 objects, without having to count them individually ('subitising').</p> <p>I can show 'finger numbers' up to 5/10.</p> <p>To begin to attempt to form numbers 1 to 5.</p> <p>I can recognise numbers to 5/10.</p>	<p>I know the value of numbers 1-10.</p> <p>I know different representations of numbers to 5.</p> <p>I am beginning to understand different compositions of numbers to 10.</p>	<p>I can recognise numbers to 10.</p> <p>I can develop fast recognition of up to 5 objects, without having to count them individually ('subitising').</p> <p>I can show 'finger numbers' up to 10.</p> <p>To begin to attempt to form numbers 1 to 5.</p> <p>I can recognise numbers to 10.</p>
	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns
	<p>I know how to find 1 less and 1 more than a number.</p> <p>I know how to add using practical resources.</p> <p>I know how to subtract using practical resources.</p> <p>I know how to count using 1:1 correspondence.</p> <p>I know how to use numicon, five frames or the part whole model to represent numbers in different ways.</p> <p>I know vocabulary related to addition and subtraction.</p> <p>I know how to order numbers to 5.</p>	<p>I can join in with a variety of Counting rhymes and songs.</p> <p>I can begin to count using 1:1 counting correspondence up to 5.</p> <p>I can count actions, objects and sounds.</p> <p>I can count verbally to 5.</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p> <p>I can order numbers to 5.</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>To know their age</p> <p>I can respond to vocabulary of addition and subtraction in rhymes and games.</p> <p>I can find 1 more to 5</p> <p>I can find 1 less to 5</p> <p>I can add under 5 using practical resources.</p> <p>I can subtract under 5 using practical resources.</p>	<p>I know how to find 1 less and 1 more than a number.</p> <p>I know how to add using practical resources.</p> <p>I know how to subtract using practical resources.</p> <p>I know how to count using 1:1 correspondence.</p> <p>I know how to use numicon, five frames or the part whole model to represent numbers in different ways.</p> <p>I know vocabulary related to addition and subtraction.</p> <p>I know how to order numbers to 5/10.</p>	<p>I can join in with a variety of Counting rhymes and songs.</p> <p>I can begin to count using 1:1 counting correspondence up to 5/10.</p> <p>I can count actions, objects and sounds.</p> <p>I can count verbally to 5/10.</p> <p>I can say one number for each item in order: 1 – 5/10</p> <p>I can order numbers to 5/10.</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5/10.</p> <p>To know their age</p> <p>I can respond to vocabulary of addition and subtraction in rhymes and games.</p> <p>I can find 1 more to 5/10</p> <p>I can find 1 less to 5/10</p> <p>I can add under 5/10 using practical resources.</p> <p>I can subtract under 5/10 using practical resources.</p>	<p>I know how to find 1 less and 1 more than a number.</p> <p>I know how to add using practical resources.</p> <p>I know how to subtract using practical resources.</p> <p>I know how to count using 1:1 correspondence.</p> <p>I know how to use numicon, five frames or the part whole model to represent numbers in different ways.</p> <p>I know vocabulary related to addition and subtraction.</p> <p>I know how to order numbers to 5.</p>	<p>I can join in with a variety of Counting rhymes and songs.</p> <p>I can begin to count using 1:1 counting correspondence up to 10.</p> <p>I can count actions, objects and sounds.</p> <p>I can count verbally to 10.</p> <p>I can say one number for each item in order to 10.</p> <p>I can order numbers to 10.</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10.</p> <p>To know their age</p> <p>I can respond to vocabulary of addition and subtraction in rhymes and games.</p> <p>I can find 1 more to 10</p> <p>I can find 1 less to 10</p> <p>I can add under 10 using practical resources.</p> <p>I can subtract under 10 using practical resources.</p> <p>I can begin to use vocabulary involved in adding and subtracting.</p>
	Shape, Space and Measure	Shape, Space and Measure	Shape, Space and Measure	Shape, Space and Measure	Shape, Space and Measure	Shape, Space and Measure
	<p>I know the names of simple 2D shapes.</p> <p>I know the names of some 3D shapes.</p> <p>I know specific vocabulary related to capacity, weight and length.</p> <p>I know some coins and their value.</p> <p>I know the days of the week.</p> <p>I know simple language to describe the position of something.</p> <p>I know that money is used to</p>	<p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>To know their age</p> <p>I can respond to vocabulary of addition and subtraction in rhymes and games.</p> <p>I can find 1 more to 5</p> <p>I can find 1 less to 5</p> <p>I can add under 5 using practical resources.</p> <p>I can subtract under 5 using practical resources.</p>	<p>I know the names of simple 2D shapes.</p> <p>I know the names of some 3D shapes.</p> <p>I know specific vocabulary related to capacity, weight and length.</p> <p>I know some coins and their value.</p> <p>I know the days of the week.</p> <p>I know simple language to describe the position of something.</p> <p>I know that money is used to</p>	<p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5/10.</p> <p>To know their age</p> <p>I can respond to vocabulary of addition and subtraction in rhymes and games.</p> <p>I can find 1 more to 5/10</p> <p>I can find 1 less to 5/10</p> <p>I can add under 5/10 using practical resources.</p> <p>I can subtract under 5/10 using practical resources.</p>	<p>I know the names of simple 2D shapes.</p> <p>I know the names of some 3D shapes.</p> <p>I know specific vocabulary related to capacity, weight and length.</p> <p>I know some coins and their value.</p> <p>I know the days of the week.</p> <p>I know simple language to describe the position of something.</p> <p>I know that money is used to</p>	<p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10.</p> <p>To know their age</p> <p>I can respond to vocabulary of addition and subtraction in rhymes and games.</p> <p>I can find 1 more to 10</p> <p>I can find 1 less to 10</p> <p>I can add under 10 using practical resources.</p> <p>I can subtract under 10 using practical resources.</p> <p>I can begin to use vocabulary involved in adding and subtracting.</p>

	buy items with	<p>I can begin to use vocabulary involved in adding and subtracting.</p> <p>Shape, Space and Measure I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, cuboids). I can begin to use informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Recognise simple 2D shapes – circle, square, triangle, rectangle. I can understand position through words alone I can make comparisons between objects relating to size, length, weight and capacity I can begin to understand and use words related to size. I can begin to identify different coins by colour, shape, size and weight I can begin to say the days of the week, seasons. I can talk about and identify the patterns around them. I can notice and correct an error in a repeating pattern. I can begin to describe a sequence of events, using words such as 'first', 'then'. I can recognising and creating simple patterns</p>		<p>I can begin to use vocabulary involved in adding and subtracting.</p> <p>Shape, Space and Measure I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, cuboids). I can begin to use informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Recognise simple 2D shapes – circle, square, triangle, rectangle. I can understand position through words alone I can make comparisons between objects relating to size, length, weight and capacity I can begin to understand and use words related to size. I can begin to identify different coins by colour, shape, size and weight I can begin to say the days of the week, seasons. I can talk about and identify the patterns around them. I can notice and correct an error in a repeating pattern. I can begin to describe a sequence of events, using words such as 'first', 'then'. I can recognising and creating simple patterns</p>	buy items with	<p>Shape, Space and Measure I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, cuboids). I can begin to use informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Recognise simple 2D shapes – circle, square, triangle, rectangle. I can understand position through words alone I can make comparisons between objects relating to size, length, weight and capacity I can begin to understand and use words related to size. I can begin to identify different coins by colour, shape, size and weight I can begin to say the days of the week, seasons. I can talk about and identify the patterns around them. I can notice and correct an error in a repeating pattern. I can begin to describe a sequence of events, using words such as 'first', 'then'. I can recognising and creating simple patterns</p>
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Reception	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p>Number</p> <p>I know the value of each number 1-5 or 1-10. I know how to represent the numbers 1-5 or 1-10 in different ways. I know how to make different compositions for numbers 1-5 or 1-10. I know number bonds to 5.</p> <p>Numerical Patterns</p> <p>I know how to find 1 less and 1 more than a number. I know how to add using practical resources. I know how to subtract using practical resources. I know how to form my numbers correctly. I know how to count using 1:1 correspondence. I know how to use numicon, tens and five frames or the part whole model to represent numbers in different ways. I know some doubles under 5. I know how to share numbers under 10. I know how to find half a number under 10. I can recognise odd and even numbers.</p> <p>Shape, Space and Measure</p> <p>I know the names of simple 2D shapes. I know the names of some 3D shapes. I know specific vocabulary related to capacity, weight and length.</p>	<p>Number</p> <p>I can form the numbers 1-5 or 1-10 correctly. I can recognise numbers 1-10. I can subitise numbers 1-5 or 1-10. I can make finger numbers 1-5 or 1-10.</p> <p>Numerical Patterns</p> <p>I can count and join in with counting rhymes and songs. I can count using 1:1 correspondence. I can count actions, objects and sounds. I can count verbally to and from 20. I can recognise numbers to 10. I can begin to recognise teen numbers. I can form numbers under 5/10 correctly. I can count out up to 10 from a group of objects. I can order numbers to 10. I can find 1 more and 1 less than a number to 10. I can add under 10 using practical resources. I can subtract under 10 using practical resources.</p> <p>Shape, Space and Measure</p> <p>I can describe some 2D shapes using their properties. I can describe some 3D shapes using their properties. I can estimate and order items by capacity, weight and length. I can add simple amounts of 1p coins. I can use positional language to describe where something is.</p>	<p>Number</p> <p>I know the value of each number 1-10 or 1-15. I know how to represent the numbers 1-10 or 1-15 in different ways. I know how to make different compositions for numbers 1-10 or 1-15. I know number bonds to 5. I am beginning to know number bonds to 10.</p> <p>Numerical Patterns</p> <p>I know how to find 1 less and 1 more than a number. I know how to add using practical resources. I know how to subtract using practical resources. I know how to form my numbers correctly. I know how to count using 1:1 correspondence. I know how to use numicon, tens and five frames or the part whole model to represent numbers in different ways. I know some doubles under 8. I know how to share numbers under 16. I know how to find half a number under 20. I can recognise odd and even numbers.</p> <p>Shape, Space and Measure</p> <p>I know the names and properties of 2D shapes – rhombus, square, triangle, circle, rectangle, oval, hexagon and pentagon. I know the names and properties of 3D shapes – cone, cube, cuboid, triangular pyramid, sphere and cylinder.</p>	<p>Number</p> <p>I can form the numbers 1-10 or 1-15 correctly. I can recognise numbers 1-15. I can subitise numbers 1-10. I can make finger numbers 1-10.</p> <p>Numerical Patterns</p> <p>I can count and join in with counting rhymes and songs. I can count using 1:1 correspondence. I can count actions, objects and sounds. I can count verbally to and from 30. I can recognise numbers to 15. I can recognise some teen numbers. I can form numbers under 10/15 correctly. I can count out up to 15 objects from a group. I can order numbers to 20. I can find 1 more and 1 less than a number to 15. I can add under 15 using practical resources. I can subtract under 15 using practical resources. I can begin to count on to add. I can begin to count back to subtract.</p> <p>Shape, Space and Measure</p> <p>I can recognise 2D shapes – rhombus, square, triangle, circle, rectangle, oval, hexagon and pentagon. I can recognise 3D shapes – cone, cube, cuboid, triangular pyramid, sphere and cylinder. I can describe, and sort 2-D & 3-D shapes and discuss their</p>	<p>Number</p> <p>I know the value of each number 1-20 or 20+ I know how to represent the numbers 1-20 in different ways. I know how to make different compositions for numbers 1-20. I know number bonds to 5. I know number bonds to 10. I am beginning to know some number bonds to 20.</p> <p>Numerical Patterns</p> <p>I know how to find 1 less and 1 more than a number. I know how to add using practical resources. I know how to subtract using practical resources. I know how to form my numbers correctly. I know how to count using 1:1 correspondence. I know how to use numicon, tens and five frames or the part whole model to represent numbers in different ways. I know some doubles under 10. I know how to share numbers under 20. I know how to find half a number under 20. I can recognise odd and even numbers.</p> <p>Shape, Space and Measure</p> <p>I know the names and properties of 2D shapes – rhombus, square, triangle, circle, rectangle, oval, hexagon and pentagon. I know the names and properties of 3D shapes – cone, cube, cuboid, triangular pyramid, sphere and cylinder.</p>	<p>Number</p> <p>I can form the numbers 1-20 correctly. I can recognise numbers 1-20. I can subitise numbers 1-20. I can make finger numbers 1-10.</p> <p>Numerical Patterns</p> <p>I can count and join in with counting rhymes and songs. I can count using 1:1 correspondence. I can count actions, objects and sounds. I can count verbally to and from 40 or beyond. I can recognise numbers to 20. I can form numbers under 20 correctly. I can count out up to 20 objects from a group. I can order numbers to 20. I can find 1 more and 1 less than a number. I can add under 20 using practical resources. I can subtract under 20 using practical resources. I can count on to add. I can count back to subtract. I can solve word problems relating to addition and subtraction. I can solve missing number problems.</p> <p>Shape, Space and Measure</p> <p>I can recognise 2D shapes – rhombus, square, triangle, circle, rectangle, oval, hexagon and pentagon. I can recognise 3D shapes – cone, cube, cuboid, triangular pyramid, sphere and cylinder. I can describe, and sort 2-D & 3-D</p>

	<p>I know some coins and their value.</p> <p>I know how to sequence the day.</p> <p>I know how to tell the time to o'clock.</p> <p>I know specific language to describe the position of something.</p>	<p>I can make a simple pattern.</p>	<p>I know the value of different coins.</p> <p>I know how to add coins together.</p> <p>I am beginning to understand how to give change under 5p.</p> <p>I can use specific vocabulary to describe position.</p> <p>I know specific language to describe capacity, weight, length and height.</p> <p>I know how to tell the time to o'clock.</p> <p>I know the different seasons.</p> <p>I know the days of the week.</p>	<p>properties.</p> <p>I can estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>I can use positional language – on top, next to, beside, behind, in between, underneath, left, right, in front.</p> <p>I can recognise different coins.</p> <p>I can add simple amounts of 1p's and 2p's.</p> <p>I can begin to give change from 5p.</p> <p>I can tell the time to o'clock.</p> <p>I can begin to say the time to half past.</p> <p>I can say the days of the week.</p> <p>I can name the seasons.</p> <p>I can recognise and create simple and more complex patterns.</p>	<p>cube, cuboid, triangular pyramid, sphere and cylinder.</p> <p>I know the value of different coins.</p> <p>I know how to add coins together.</p> <p>I am beginning to understand how to give change under 5p.</p> <p>I can use specific vocabulary to describe position.</p> <p>I know specific language to describe capacity, weight, length and height.</p> <p>I know how to tell the time to o'clock.</p> <p>I know the different seasons.</p> <p>I know the days of the week.</p>	<p>shapes and discuss their properties.</p> <p>I can estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>I can use positional language – on top, next to, beside, behind, in between, underneath, left, right, in front.</p> <p>I can recognise different coins.</p> <p>I can add simple amounts of 1p's and 2p's.</p> <p>I can begin to give change from 5p.</p> <p>I can tell the time to o'clock.</p> <p>I can begin to say the time to half past.</p> <p>I can say the days of the week.</p> <p>I can name the seasons.</p> <p>I can recognise and create simple and more complex patterns.</p> <p>I can solve word problems relating to time.</p>
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Communication and Language

Nursery	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p>Listening, Attention and Understanding</p> <p>I can do actions to familiar songs and rhymes.</p> <p>I am beginning to understand what a question is and with support can follow simple ones.</p> <p>I know who my friends are.</p> <p>I know how to use some mechanical toys.</p>	<p>Listening, Attention and Understanding</p> <p>I can concentrate for short periods.</p> <p>I can respond to my own name.</p> <p>I can respond to adults.</p> <p>I can respond to very simple requests.</p> <p>I understand simple questions or instructions.</p> <p>I can explore objects using my senses.</p> <p>I can listen to stories and begin to remember some of what happens.</p>	<p>Listening, Attention and Understanding</p> <p>I know the words and can join in with familiar songs and rhymes.</p> <p>I know what an instruction is and can follow simple ones.</p> <p>I can identify the characters in my favourite books.</p> <p>I know between 200 and 500 words.</p> <p>I can identify different objects.</p>	<p>Listening, Attention and Understanding</p> <p>I can change my activity when encouraged to by an adult.</p> <p>I can focus on adults as they read or sing.</p> <p>I can concentrate for slightly longer periods of time.</p> <p>I can respond to two requests.</p> <p>I initiate actions in play.</p> <p>I can begin to understand and answer 'why' questions.</p> <p>I can listen to stories and remember some of what happens.</p>	<p>Listening, Attention and Understanding</p> <p>I know what an instruction is and can follow simple ones with two parts.</p> <p>I join in with songs and rhymes.</p> <p>I can see similarities and differences between people.</p> <p>I know how to use the classroom computers on my own.</p>	<p>Listening, Attention and Understanding</p> <p>I can focus on adults or friends as I speak and play.</p> <p>I can respond to comments.</p> <p>I can slowly respond to a string of requests.</p> <p>I can ask and answer 'why' questions.</p> <p>I can follow a story with props & pictures.</p> <p>I can show an interest in other living things.</p> <p>I can listen to stories and remember most of what happens.</p>

	Speaking I can use 50 or more single words. I can use everyday words to talk about people I know. I know phrases or parts of familiar rhymes. I know parts of familiar stories and can talk about them. I know how to tell a short story. I am beginning to understand how to use talk to organise play and myself.	Speaking I can copy sounds and words. I can put short sentences together. I can join in with short phrases and familiar songs with some accuracy. With support, I can express my views. With support, I can use vocabulary to debate when I disagree with an adult or friend. I am beginning to start conversations with familiar adults and friends. I can retell simple familiar stories to others. I can repeat simple songs, rhymes and familiar phrases. I can fill in missing words from well-known rhymes.	Speaking I know how to hold a conversation. My vocabulary is increasing rapidly. I know some rhymes. I know some familiar stories and can speak about them. I know how to tell a story. I know how to use talk to organise play and myself.	Speaking I can express feelings, desires and needs. I can play make believe games. I can ask questions. I am beginning to express a point of view. I am beginning to debate when I disagree with an adult or friend, using words as well as actions. I can use some vocabulary specific to interests. I can talk using longer sentences of 4 or more words. I can join in with short phrases and familiar songs with increasing accuracy. I am able to start a conversation with familiar adults and friends. I can retell simple familiar stories to others. I can repeat simple songs, rhymes and familiar phrases. I can fill in missing words from well-known rhymes.	Speaking I can use my imagination to fully engage in role play games with my friends. I know many rhymes. I know familiar stories and can speak about them. I know how to tell a long story. I know how to use talk to organise play and myself.	Speaking I am starting to link more complicated sentences. I can express a point of view. I can debate when I disagree with an adult or friend, using words as well as actions. I can explain what has happened or might happen. I can begin to use a wider range of vocabulary. I can talk using longer sentences of 6 or more words. I can join in with short phrases and familiar songs. I am able to start a conversation with familiar adults and friends and continue it for many turns. I can retell simple familiar stories to others. I can repeat simple songs, rhymes and familiar phrases. I can fill in missing words from well-known rhymes.
Reception	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	Listening, Attention and Understanding I can remember and then join in with rhymes and stories I like. I understand similarities and differences between my friends. I know how to operate the toys in my classroom. I can begin to understand how and why questions. I understand why listening is important. I am beginning to know some features of non-fiction books.	Listening, Attention and Understanding I can turn to listen to my friends or teacher. I can listen to and then follow an instruction. I can listen to familiar rhymes and songs and identify simple rhythms and patterns. I can sit and listen in assembly. I can follow instructions using prepositions. I can respond to a string of requests one after another. I can ask simple 'why' questions. I can follow a story with props or pictures.	Listening, Attention and Understanding I know what an instruction is and can follow two-part instructions. I know how to have a conversation with friends or adults. I understand my family routines. I am beginning to understand humour. I understand a range of complex sentence structures. I know how to retell a story in order. I know key phrases and can repeat some stories with exact phrases. I know key features of a non-	Listening, Attention and Understanding I can listen to a whole story and comment on what is happening. I can ask questions about my favourite books. I can play and listen to my friends at the same time. I can listen to rhymes and songs and identify rhymes and patterns. I can respond quickly to a series of instructions. I can laugh at funny jokes or rhymes. I can talk about special occasions in my life. I can remember key points from a story without props or pictures.	Listening, Attention and Understanding I know what I like and dislike about different stories and can express this clearly. I know that everyone is different and that we have things that make us special or unique. I can listen to a wide range of rhymes and songs and identify rhymes and patterns. I can understand questions such as 'who', 'where', 'what', 'when', 'why' and 'how'. I know how to have a back and forth conversation with adults and peers	Listening, Attention and Understanding I can listen attentively in a range of situations. I can guess what will happen next in stories. I can listen to what my friends and teachers say and comment or respond to a question whilst playing with someone else. I can follow instructions involving several ideas or actions. I can answer 'how' and 'why' questions about experiences and in response to stories. I can talk about non-fiction books.

	<p>Speaking I know how to engage in imaginary role-play, building stories around toys and objects. I can use new topic related vocabulary in everyday language. I know how to answer a question when working as a group. I know how to join in in group discussions. I know some repeated phrases and actions when joining in with stories, songs and rhymes. I know some social phrases.</p>	<p>I can talk about non-fiction books with some support.</p> <p>Speaking I can link simple sentences. I can explain things in sentences – ordering, stating what happened and what might happen next. I can use tense, intonation and rhythm. I can talk in front of a small group. I can answer a question in front of a class. I can ask some questions to try and check what has been said to me. I can engage in story times, joining in with repeated phrases and actions. I can articulate some of my ideas and thoughts in well-formed sentences. I can describe some familiar events in some detail. I can retell simple familiar stories to others I can continue to repeat songs, rhymes and familiar phrases I can fill in missing words and phrases from well-known rhymes</p>	<p>fiction book.</p> <p>Speaking I know how to use language to create imaginary events, storylines and themes. I know how to talk about my work and achievements in front of my class. I know a range of new vocabulary and can use it in different contexts. I know social phrases and I can use some of them in the right context. I can learn key poems, rhymes and songs.</p>	<p>I can talk about non-fiction books.</p> <p>Speaking I can explore new vocab, sounds and intonation. I can express myself to friends and adults. I can play and engage with other children. I can use sentences that are well formed. I can ask questions to find out more information. I can use conjunctions to connect ideas in my sentences. I can articulate my ideas mostly accurately in well-formed sentences. I can ask questions to check I understand what has been said to me. I can describe some events in some detail. I can retell simple familiar stories to others I can continue to repeat songs, rhymes and familiar phrases I can fill in missing words and phrases from well-known rhymes</p>	<p>I can repeat exact phrases of stories. I know key features of non-fiction books and can discuss them.</p> <p>Speaking I know how to use narratives and explanations by connecting ideas and events. I know how to use different tenses. I know how to explain why things are happening. I know a wide range of new vocabulary and can use it in different contexts. I know social phrases and can use them accurately. I know different poems, rhymes and songs.</p>	<p>Speaking I can express myself effectively, showing awareness of listeners' needs. I can use past, present and future forms accurately. I can talk to unfamiliar adults around school. I can ask specific questions to check what has been said to me and help me to further my learning. I can articulate my ideas and thoughts in well-formed and varied sentences. I can describe some events in detail. I can explain how and why things might happen. I can retell simple familiar stories to others I can continue to repeat songs, rhymes and familiar phrases I can fill in missing words and phrases from well-known rhymes</p>
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Personal, Social and Emotional Development

Nursery	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p>Self-Regulation I know that some things are mine and some are shared. I am aware when I need comfort from familiar adults.</p> <p>Managing Self I know and can join in with activities which interest me. I know which foods I like and</p>	<p>Self-Regulation I can separate from my main carer with support and encouragement. I can respond to the feelings and wishes of others. I have a growing ability to distract myself when upset.</p> <p>Managing Self I can explore new toys and</p>	<p>Self-Regulation I understand how to express my own feelings – happy, sad, worried etc. I know that some actions can hurt or harm others.</p> <p>Managing Self I know how to feed and drink independently without any</p>	<p>Self-Regulation I am aware of others' feelings. I can respond to boundaries set. I am beginning to comfort others who may be distressed. I can stop myself from doing something I shouldn't do.</p> <p>Managing Self I am beginning to be a bit more independent in self-care.</p>	<p>Self-Regulation I know that some actions can hurt others' feelings.</p> <p>Managing Self I know when I am hungry, tired or need to rest. I understand that equipment in the classroom must be used safely. I know when I need help and</p>	<p>Self-Regulation I can take turns and share resources. I can tolerate delay. I can adapt my behaviour to different events.</p> <p>Managing Self I can communicate to adults when I feel hungry or tired.</p>

	<p>those I dislike. I know how to get dressed with help. I understand when I need to go to the toilet.</p> <p>Building Relationships I know when I need reassurance if I become anxious.</p>	<p>environments but check in with adults when needed. I can hold a cup with both hands and drink without spilling. I am willing to try new foods.</p> <p>Building Relationships I can play alongside others. I can explore my new environment.</p>	<p>spillages. I know and can express my own preferences and interests.</p> <p>Building Relationships I can identify the people who are special to me and show affection or concern for them.</p>	<p>I can demonstrate a sense of self as an individual. I can feed myself competently with a spoon.</p> <p>Building Relationships I am confident to talk to other children in play. I can play cooperatively with a familiar adult. I may form a special friendship with another child.</p>	<p>will happily ask a familiar adult.</p> <p>Building Relationships I understand what friendly behaviour looks like. I know how to form good relationships with peers and adults.</p>	<p>I can wash and dry my hands independently. I can select and use resources on my own. I enjoy carrying out small tasks and helping adults. I am more outgoing towards unfamiliar people. I am confident to ask adults for help. I welcome and value praise for what I have done.</p> <p>Building Relationships I can initiate play offering for others to join me. I can respond to what others are saying in play. I can play in a larger group and extend my ideas. I can form positive relationships.</p>
Reception	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p>Self-Regulation I am aware of my own feelings and know that some actions and words can hurt others. I am beginning to understand how others show emotion. I can talk about how I am feeling. I can adapt my behaviour to a range of situations.</p> <p>Managing Self I know when I'm hungry or tired or when I want to rest or play. I understand that equipment and tools have to be used safely. I know how to select and use resources independently. I know how to put my socks and coat on independently.</p>	<p>Self-Regulation I can accept the needs of others and can share and take turns. I am able to set myself a target and with the guidance from an adult can reflect on my progress. I can tolerate delay when my needs are not immediately met. I can recognise simple emotions. I can focus during short whole class activities. I can follow one step instructions. I can talk about how I am feeling.</p> <p>Managing Self I can usually manage washing and drying hands. I can put my socks and coat on independently</p>	<p>Self-Regulation I understand that my own actions affect other people and I will comfort others when they are upset. I am aware of the boundaries set and the behavioural expectations in class. I understand how others show different emotions. I know how to identify my own feelings socially and emotionally.</p> <p>Managing Self I can choose to eat a healthy range of foodstuffs and understand the need for variety in food. I can show some understanding about good practices with regard to exercise, eating, sleeping and hygiene. I can show understanding of the need for safety when tackling</p>	<p>Self-Regulation I can adapt my behaviour to different events. I am able to set myself small targets and reflect on my progress. I negotiate and solve problems without aggression. I can recognise different emotions and name them. I can focus for longer periods of time during who class lessons. I can follow two step instructions.</p> <p>Managing Self I can dress and undress independently. I welcome and value praise for what I have done. I willingly participate in a wide range of activities. I can show enthusiasm and excitement. I can confidently speak in a familiar small group.</p>	<p>Self-Regulation I know which behaviours are unacceptable. I can control my emotions using a range of techniques. I know that there are consequences for my actions and how my behaviour can effect others.</p> <p>Managing Self I know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. I know and can say when I do or don't need help. I understand that others show emotion in different ways. I know different foods that will keep my body healthy. I know what a growth mindset is and how it can help me with</p>	<p>Self-Regulation I can adjust my behaviour to different situations. I can set myself a target and reflect on m progress throughout. I can work as part of a group or class and follow the rules. I can talk about how I and others show feelings, talk about my own and others' behaviour and its consequences. I can recognise a variety of emotions and name them. I can maintain focus during extended whole class teaching. I can follow instructions of 3 steps or mor.</p> <p>Managing Self I manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. I am confident to speak in front of</p>

	<p>I know the class rules and understand the need for rules. I have the confidence to try new activities around the classroom. I am beginning to understand why it is good to have a growth mindset. I am beginning to understand how to stay healthy by brushing my teeth, eating healthy foods, exercise and having a good sleep routine.</p> <p>Building Relationships I know what friendly behaviour looks like. I know how to initiate a conversation and form good friendships. I can talk about how to be a kind friend. I understand how to make friends. I understand who can help me at school. I understand how to work as a group with some support. I know how to take turns with some support.</p>	<p>I can get changed for P.E. with some support. I can explore the different areas within my environment. I am dry and clean during the day. I enjoy the responsibility of carrying out small tasks. I am beginning to show some resilience and perseverance with support when faced with a challenge. I am confident to talk to other children when playing. I am outgoing towards unfamiliar people and more confident in new situations. I am beginning to know the different foods I can eat to keep my body healthy.</p> <p>Building Relationships I can initiate play, offering cues I can initiate play, offering cues to my friends to join me. I can play with children who are playing with the same activity. I can make positive relationships with children and teachers.</p>	<p>new challenges. I am confident to speak to others about own needs, wants and opinions. I know why it is important to exercise. I know how to brush my teeth. I know how to cross the road with support from an adult. I know how to undo and do up buttons and zippers. I know different foods that will keep my body healthy. I know what a growth mindset is.</p> <p>Building Relationships I know how to take steps to resolve conflicts with other children, e.g. finding a compromise. I am beginning to understand how to be a good friend and how I can help others. I am beginning to feel confident talking to unfamiliar adults. I can take turns with my peers. I can work as a group to create something.</p>	<p>I can describe myself in positive terms and talk about my abilities. I am beginning to show resilience and perseverance when faced with a challenge. I know different types of food that will help me stay healthy.</p> <p>Building Relationships I start conversations, attend to and take account of what others say. I can explain my own knowledge and understanding, and ask appropriate questions of others. I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>	<p>my learning. I know the importance of tooth brushing and how to keep my teeth healthy. I know how to cross the road safely. I know why exercise is important to keep me healthy.</p> <p>Building Relationships I know how to organise an activity. I know how to communicate with adults and unfamiliar people around the wider school. I know what it means to be a good friend and how I can help others. I know how to resolve conflicts with other children using different approaches. I know how to find a compromise using different approaches.</p>	<p>my class. I am confident to try lots of new activities. I know the different food that will keep my body healthy and explain how they can help or why they are good choices. I can show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships I can play co-operatively, taking turns with others. I can show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>
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Physical Development						
Nursery	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills
	<p>I know how to run safely, being careful of people around me. I know how to move my arms to make bigger movements. I know how to walk up and down stairs safely using alternating feet. I know how to hop and jump</p>	<p>I can run, walk and climb. I can stand on one foot with support. I can scoot along on a trike. I can throw a large ball with some accuracy. I can hop with some support. I can skip with some support. I can go up steps and stairs</p>	<p>I can move to familiar music. I know how to kick a ball. I know how to balance on a scooter. I know how to move my body to make bigger movements and shapes. I know a few different ways to move around obstacles.</p>	<p>I can kick a large ball. I can move spontaneously within available space. I can use a scooter and balance. I can throw different sized balls with some accuracy. I can hop for short periods of time. I can skip. I can climb up apparatus with</p>	<p>I know how to move with confidence, adjusting my speed or direction to avoid obstacles. I know how to move my body to make bigger movements and shapes accurately. I know different ways to move around obstacles. I know how to hop, skip and</p>	<p>I can stand on one foot by myself. I can stop a ball using my foot. I can catch a large ball. I can move in a range of different ways. I can ride a bike. I can throw different sized balls accurately. I can hop, skip and stand on one leg</p>

	<p>with some support. I know how to balance so I can stand on one leg with support.</p> <p>Fine Motor Skills I know how to hold mark making materials using a fist grip. I know how to use some one handed tools with support. I know how to pull up my zip with support. I know how to use playdough using some hand movements to create some effects. I know how to choose simple tools.</p>	<p>using alternate feet. I can use large muscle movements to wave flags, streamers, paint and make marks with some support. I can choose how to move around obstacles.</p> <p>Fine Motor Skills I am developing my fine motor skills by using playdoh, tweezers, threading etc. I can use a fist grip. I can mark make using tools with either hand. I am beginning to thread using large items. I am beginning to use tweezers to pick up items with some accuracy.</p>	<p>I know how to balance on one leg. I know how to hop and skip.</p> <p>Fine Motor Skills I know how to use a one-handed tool with some support. I know how to hold mark making materials using a fist or pincer grip. I know how to pull up my zip with increasing independence. I know how to use playdough using different hand movements to create different effects. I know how to choose simple mark making tools.</p>	<p>increasing confidence using alternate feet. I can wave flags, streamers, paint and make marks with increasing accuracy. I can join in with group activities and team games with increasing confidence. I am beginning to remember sequences and patterns of movements in relation to music and rhythm.</p> <p>Fine Motor Skills I can use a five finger grasp/pincer grip. With support, I can use mark making tools with my more dominant hand. I can build with some accuracy using larger construction materials. I can use large beads to thread. I can use tweezers to grab items. I am beginning to trace the initial letter of my name with more accuracy.</p>	<p>jump.</p> <p>Fine Motor Skills I know how to use a one-handed tool with some accuracy. I know how to hold mark making materials using a pincer grip. I know how to pull up a zip accurately. I know how to use playdough using different hand movements to create different effects. I know how to choose the right tool for the right purpose to make different marks.</p>	<p>for a game. I can climb up apparatus using alternate feet. I can wave flags, streamers, paint and make marks confidently. I can join in with group activities and team games. I can remember sequences and patterns of movements in relation to music and rhythm. I can choose how to move around obstacles with increasing accuracy.</p> <p>Fine Motor Skills I can hold a pair of scissors safely and make snips in paper. I can hold my pencil between thumb & two fingers. I am developing my pincer grip. I am beginning to show a preference for a dominant hand. I can thread large beads. I can build using larger construction materials. I can use tweezers with some support to pick up objects. I am beginning to trace some letters accurately for my name.</p>
Reception	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills
	<p>I know how to move in a range of ways, such as crawling, walking, running, jumping, skipping and hopping. I know how to negotiate space successfully. I know how to stop safely. I know how to work cooperatively with a partner. I know how to change direction safely. I know how to balance.</p>	<p>I can stand momentarily on one foot. I can hop and jump. I can run and stop. I can balance. I can catch a large ball. I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. I can move safely in a space. I am beginning to develop more control when using equipment. I can follow a path and take</p>	<p>I know how to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. I know how to dribble a ball with my hands and feet. I know how to throw towards a target. I know how to throw and catch with a partner. I know different ways to make shapes, balance and travel.</p>	<p>I can travel with confidence and skill on balancing and climbing equipment. I am developing more control when using equipment. I can roll and stop a ball. I can develop my accuracy when throwing at a target. I can dribble using my hands. I can throw and catch a ball to a partner. I can dribble a ball using my feet. I can kick a ball to a target. I can create short sequences using</p>	<p>I know how to move confidently in a range of ways, safely negotiating space. I can handle tools and equipment effectively. I know how to move with control and coordination, copying, linking and repeating actions. I know how to remember and repeat actions, exploring pathways and shapes. I know how to work cooperatively as part of a</p>	<p>I can show good control and co-ordination in large and small movements. I can show good control when using equipment. I can use counting to help me to stay in time with music when copying actions. I can move safely with confidence and imagination, communicating ideas through movement. I can explore movement using a prop with control and coordination. I can move with control and</p>

	<p>Fine Motor Skills</p> <p>I know how to hold a fork and spoon correctly.</p> <p>I know how to hold scissors correctly to cut into paper.</p> <p>I know how to make a tripod grip.</p> <p>I know how to make a pincer grip.</p> <p>I know how to use different tools correctly to mark make.</p> <p>I know how to begin to copy some letters correctly.</p> <p>I am beginning to understand how to use a knife correctly and use it to cut food with support.</p> <p>I know how to accurately draw lines, circles and shapes to draw pictures.</p> <p>I know how to write taught letters using the correct letter formation.</p>	<p>turns.</p> <p>I can change direction.</p> <p>Fine Motor Skills</p> <p>I can use a pincer grasp.</p> <p>I can begin to show a preference for a dominant hand.</p> <p>I can mark make using different shapes.</p> <p>I can begin to use a tripod grip when using mark making tools.</p> <p>I can use tweezers to transfer objects from one place to another.</p> <p>I can thread large beads.</p> <p>I can use large pegs.</p> <p>I can begin to copy letters correctly.</p> <p>I can hold scissors correctly and make large cuts into the paper making zigzags and straight lines.</p> <p>I can begin to use anticlockwise movement and retrace vertical lines.</p> <p>I can join in with dough disco and copy the actions.</p>	<p>I know how to use balancing and apparatus safely.</p> <p>I know how to jump and land safely from a height.</p> <p>I know how to create short sequences linking actions together and including apparatus.</p> <p>Fine Motor Skills</p> <p>I know how to hold scissors correctly and cut along a curved or wiggly line.</p> <p>I know how to thread small beads.</p> <p>I know how to build using construction materials with greater accuracy.</p> <p>I can draw a variety of lines to draw pictures.</p> <p>I can colour pictures with increasing control.</p> <p>I know how to use a knife and fork correctly and how to use them to cut up my food.</p>	<p>shapes, balances and travelling actions.</p> <p>I can use balance and apparatus.</p> <p>I can jump and land safely from a height.</p> <p>I can rock and roll.</p> <p>I can explore travelling around, over and through apparatus.</p> <p>Fine Motor Skills</p> <p>I can show a preference for a dominant hand.</p> <p>I can use a tripod grasp when using mark making tools.</p> <p>I can hold scissors correctly to cut curved and wiggly lines.</p> <p>I can thread small beads.</p> <p>I can use small pegs.</p> <p>I can join in with dough disco and copy the actions.</p> <p>I can write some letters accurately using the correct formation.</p> <p>I can build using construction materials with greater accuracy.</p> <p>I am beginning to control the size of my letters and form them correctly.</p>	<p>group or team.</p> <p>I know how to follow the rules to play a game with my peers.</p> <p>Fine Motor Skills</p> <p>I know how to correctly form letters.</p> <p>I know how to control the size of my writing.</p> <p>I know how to correctly hold scissors to cut a wide variety of items.</p> <p>I know how to use a knife and fork correctly and can accurately cut up my food independently.</p> <p>I know how to build using a variety of different techniques.</p> <p>I know how to write efficiently, accurately and quickly using my own handwriting style.</p>	<p>coordination expressing ideas through movement.</p> <p>I can develop accuracy with throwing and practise keeping score.</p> <p>I can follow instructions and move safely when playing tagging games.</p> <p>I can learn to play against an opponent.</p> <p>I can play by the rules and develop coordination.</p> <p>I can explore striking a ball.</p> <p>Fine Motor Skills</p> <p>I can control the size of my letters and form my letters correctly.</p> <p>I can hold scissors correctly to cut out a variety of different shapes.</p> <p>I can use a tripod grip accurately.</p> <p>I can use small pegs.</p> <p>I can thread using a variety of beads.</p> <p>I can use a dominant hand to write with.</p> <p>I can use a variety of thick and thin mark making resources accurately to draw and create pictures.</p>
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Understanding the World						
Nursery	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p>Past and Present</p> <p>I know about toys I had as a baby.</p> <p>I know about my favourite toys now.</p> <p>I know who is in my family.</p> <p>People, Culture and Communities</p> <p>I know how Nursery is different to home.</p> <p>I know that there are different places I can visit.</p> <p>E.g. farm, café etc.</p>	<p>Past and Present</p> <p>I can talk about toys I liked when I was a baby.</p> <p>I can talk about my favourite toys now.</p> <p>I can recognise and name my own immediate family and relations.</p> <p>I can say who is in my family.</p> <p>People, Culture and Communities</p> <p>I can talk about how Nursery is different to home.</p>	<p>Past and Present</p> <p>I know how some people can help us in the community.</p> <p>I know people have different jobs.</p> <p>I know different family routines.</p> <p>I can see that my new friends have similarities and differences that connect them to, and distinguish them from, others.</p> <p>People, Culture and Communities</p> <p>I can share different cultures</p>	<p>Past and Present</p> <p>I can talk about some people who can help us in our community.</p> <p>I can explore different occupations.</p> <p>I can, in pretend play, imitate everyday actions and events from own family and cultural background e.g. making and drinking tea.</p> <p>People, Culture and Communities</p> <p>I can start to make simple comparisons.</p>	<p>Past and Present</p> <p>I can recognise and describe special times or events.</p> <p>I can start to show an interest in different occupations and ways of life.</p> <p>People, Culture and Communities</p> <p>I know where the seaside is.</p> <p>I know animals come from different places in the world.</p> <p>I can talk about different types of transport that we can use to</p>	<p>Past and Present</p> <p>I can show interest in the lives of people who are familiar to me.</p> <p>I can remember and talk about significant events in my own experience.</p> <p>People, Culture and Communities</p> <p>I can recognise the coast on a map.</p> <p>I can look at world maps to show children where different animals come from/live.</p> <p>I can talk about transport used and compare them.</p>

	<p>I know how Diwali is celebrated. I know how Christmas is celebrated. I can share different cultures versions of famous fairy tales/Traditional tales.</p> <p>The Natural World I know the names of different natural materials e.g. stones, sticks, leaves, grass etc. I know some names of insects or local wildlife that I might see in my garden or at school. I know how to be gentle with our guinea pigs. I know simple things that happen in autumn.</p>	<p>I can play with small world models such as a farm, a garage or a train track. I can talk about Diwali. I can talk about Christmas.</p> <p>The Natural World I can explore natural materials in the outdoor environment. I can talk about what I see when in our outdoor environment. I can ask questions about things I find in our outdoor environment. I can talk about simple changes that happen in autumn.</p>	<p>versions of famous fairy tales/magic tales. I know how to move around a map using directional language. I can see that my new friends have similarities and differences that connect them to, and distinguish them from, others. I know how Easter is celebrated. I know what Easter is. I know why we have pancake day.</p> <p>The Natural World I know that some natural items that I may find come from different places e.g. tree, ground. I know the names of some insects or local wildlife that I might see in my garden or in our outdoor area. I know how to be gentle with our guinea pigs. I know about simple changes in winter. I know about simple changes in spring. I know how to take care of a plant. I know how to grow a beanstalk.</p>	<p>I can program the bee bot to move around a map. I can recognise and describe special times or events. I can talk about what happens at Easter. I can talk about Pancake day.</p> <p>The Natural World I can explore where different natural items may come from e.g. twigs from a tree. I can talk about what I see when in our outdoor environment. I can ask questions about things I find in our outdoor environment. I can use a magnifying glass to look closely at similarities and differences with insects. I can talk about simple changes in winter. I can talk about simple changes in spring. I can ask questions aspects of familiar world such as the place where I live or the natural world. I can learn about plant lifecycles and how do plants grow. I can plant seeds/Growing Beanstalks/cress</p>	<p>get to the seaside. I know that we have different types of transport in different countries.</p> <p>The Natural World I know the names of some insects or local wildlife that I might see in my garden or in our outdoor area. I know how to be gentle with our guinea pigs. I know about simple changes in summer. I can talk about why things happen and how things work. I am developing an understanding of growth, decay and changes over time. I can name the 4 seasons and talk about which one is my favourite. I know animal's names and can label their body parts. I know different seaside animals.</p>	<p>I can compare the difference between transport in this country and one other country. I can talk about how I get to school.</p> <p>The Natural World I can explore where different natural items may come from e.g. twigs from a tree. I can show care and concern for living things and the environment. I can talk about what I see when in our outdoor environment. I can ask questions about things I find in our outdoor environment. I can use a magnifying glass to look closely at similarities and differences with insects. I can talk about simple changes in summer.</p>
Reception	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p>Past and Present I know that I have changed over time. I know how I have changed. I know what I looked like as a baby. I know what I could do in the past and can compare it to now. I know that we remember people from the past in Remembrance day. I know why we have Remembrance day.</p>	<p>Past and Present I can talk about my own life story. I can talk about changes that have happened since I was a baby. I can describe what I looked like as a baby. I can describe what I could do as a baby. I can talk about what I could do in the past and compare it to what I can do now. I can talk about what I want to</p>	<p>Past and Present I know about the emergency services and what they do. I know how they help people in my local area and society. I know that people have different jobs and that some people have jobs that help others. I know about figures from the past (Neil Armstrong and Tim Peake) I know how space travel has changed over time. I know how space exploration has</p>	<p>Past and Present I can talk about the lives of people around us. I can talk about people who help us in our local area. I can explore different job roles and act these out. I can explain how the local area in Sale is different the past to now. I can talk about who Tim Peake was. I can talk about who Neil Armstrong was. I can talk about the similarities and</p>	<p>Past and Present I know how people had their holidays in the past. I know that dinosaurs lived a very long time ago. I know that dinosaurs are extinct. I know that Mary Anning was a palaeontologist and collected marine fossils a long time ago. I can listen to the story about a grandad reflecting on holidays in the past. (Magic Grandad) I know that Mary Anning was a</p>	<p>Past and Present I can talk about the past through settings, characters and events encountered in books read in class and storytelling. I can talk about past and present events in my own life. I can talk about Mary Anning who was a palaeontologist. I can explain how the seaside has changed over time. I can comment of similarities and differences in how people had holidays.</p>

<p>I know why we celebrate bonfire night. I know that people used to live in castles. I can talk name parts of a castle. I know that the post person may use a map to deliver post. (link to Jolly Christmas postman) I know how to make a bee bot move around a map. I know how I have celebrated Christmas in the past. I know how I have celebrated birthdays in the past. I can remember and talk about significant events in my life.</p> <p>People, Culture and Communities I know that there are different types of families. I know what a family is. I know who is in my family. I know that we are all different and that we like different things. I know that people celebrate special events differently. I know the name of my school. I know where I live. I know what my classroom looks like. I know about Black History Month. I know that there are different religions and that people have different beliefs. I know that Jewish people celebrate Hanukkah. I know how Hanukkah is celebrated. I know that Hindu's celebrate Diwali. I know how Diwali is</p>	<p>be when I grow up. I can talk about Remembrance day. I can talk about why we celebrate bonfire night. I can talk about castles and compare them to my own house. I can talk about how a post person delivers post. I can program a bee bot to move around a map. I can talk about how I have celebrated Christmas in the past. I can talk about how I have celebrated birthdays in the past.</p> <p>People, Culture and Communities I can talk about different types of families. I can show interest in the lives of people who are familiar to me. I can explain who is in my family. I can identify similarities and differences between myself and my peers. I can recognise and describe special times or events for family or friends. I can describe my house that I live in. I can describe what my classroom looks like. I can talk about Black History Month. I can talk about different religions. I can talk about the Christmas story. I can talk about how Diwali is celebrated. I can talk about how Jewish people celebrate Hanukkah.</p>	<p>changed over time. (comparison of moon landings) I know how Sale has changed over time. I know how houses have changed over time. I know where the UK is on a globe.</p> <p>People, Culture and Communities I know how Chinese New Year is celebrated. I know why people give things up for Lent. I know about people who help us in our community. I know that people have different occupations and ways of life. I know that Christians celebrate Easter. I know how Easter is celebrated. I know that there are different religions and that people have different beliefs. I know that people are different and that it is good to be different. I know that simple symbols can be used to identify features on a map. I know where my house and my school is on a map. I know that different countries have different transport to us. I know the difference of land and water from space. I know which country we live in. I know what my school looks like on Google Earth. I know that people speak different languages (learning French)</p> <p>The Natural World I know it gets cold in winter. I know that heat melts ice. I know that it is frosty and icy in winter.</p>	<p>differences or space exploration.</p> <p>People, Culture and Communities I can talk about Chinese New Year. I can talk about people who help us in our community. I can talk about why people give things up for Lent. I can talk about what happens at Easter. I can draw a simple map of my journey to school. I can explain what my school looks like from Space. I can say some greetings in French. I can talk about different religions. I can talk about similarities and differences between my peers. I can talk about different transport in different countries. I can talk about what land and water looks like from space. I can read a simple map. I can explain how houses have changed over time. I can identify where the UK is on a globe.</p> <p>The Natural World I can talk about winter. I can talk about the changes that happen in winter. I can talk about the ice and snow. I can talk about how heat melts ice. I can talk about our world. I can talk about space and the solar system. I can talk about our local area. I can talk about spring. I can talk about how to care for plants. I can talk about what you can see in spring. I can ask questions about things I find in our outdoor environment. I can use a magnifying glass to look closely at similarities and</p>	<p>type of scientist.</p> <p>People, Culture and Communities I know that other children don't always enjoy the same things and I am sensitive to this. I know about similarities and differences between myself and others among families, communities and traditions. I can imitate everyday actions and events in my play. I know that Muslims celebrate Eid. I know how Eid is celebrated. I know how to program a dash robot around a map to make it move from one place to another. I know that people are different and that it is good to be different. I know that there are different religions and people believe in different things. I know where to find the seaside on a map.</p> <p>The Natural World I know the life cycle of some animals. I know about different habitats. I know some animals are nocturnal. I know animals live in different places around the world. I know how animals living on a farm live differently to those in a jungle. I know how to recognise the signs of summer. I know how to look after</p>	<p>People, Culture and Communities I can talk about how Eid is celebrated. I can talk about my friends. I can compare how festivals are celebrated. I can talk about different religions. I can talk about similarities and differences between my peers. I can use a map to see where the seaside is. I can create my own treasure map. I can follow a simple treasure map. I can program a Dash robot around a map I have created. I can talk about stories from other cultures and compare these versions to our version.</p> <p>The Natural World I can talk about the lifecycle of some animals. I can talk about different habitats. I can explain the different places animals live. I know how to look after animals. I can compare animals who live on a farm to animals in the jungle. I can talk about the changes that happen in summer. I can ask questions about things I find in our outdoor environment. I can use a magnifying glass to look closely at similarities and differences with insects. I can explain how to take care of our guinea pigs. I can explain how to handle our guinea pigs. I can talk about materials that sink and float. I can talk about why things happen and how things work, including floating and sinking.</p>
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	<p>celebrated. I know how Christmas is celebrated around the world. I know that people speak different languages (learning French)</p> <p>The Natural World I know about the human body. I can name the different parts of the body. I can identify the 5 senses. I know that autumn is a season. I know that when it is autumn the trees change colour and the leaves fall. I know that it gets colder and darker in autumn. I know how to respect and care for the natural environments. I know how to look after animals. I know a variety of different natural items. I know the names of different wildlife that I might see in my garden or at school.</p>	<p>I can talk about how Christmas is celebrated. I can count to 5 in French.</p> <p>The Natural World I can ask questions about the natural environment. I can ask questions about the human body. I can explain what is happening in Autumn. I can observe the changes that happen in Autumn. I can respect and care for natural environments. I can explore and describe the outdoor environment and natural items in it. I can talk about what I see when in our outdoor environment. I can ask questions about things I find in our outdoor environment. I can use a magnifying glass to look closely at similarities and differences with insects. I can explain how to take care of our guinea pigs. I can explain how to handle our guinea pigs.</p>	<p>I know that it snows in winter. I know about the world. I know some important processes and changes in the natural world including states of matter e.g. freezing. I know that people live in different countries. I know how to look after animals. I know about light and dark. I know the signs of spring. I know how to care for growing plants. I know how to make pancakes.</p>	<p>differences with insects. I can talk about light and dark. I can talk about shadows. I can explain how to take care of our guinea pigs. I can explain how to handle our guinea pigs. I can talk about how pancakes change from mixture to a pancake.</p>	<p>animals. I know how different types of materials can sink and float. I know where the seaside is and how it is different to where I live.</p>	
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Expressive Arts and Design

Nursery	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<u>Creating with Materials</u>	<u>Creating with Materials</u>	<u>Creating with Materials</u>	<u>Creating with Materials</u>	<u>Creating with Materials</u>	<u>Creating with Materials</u>
	<p>I know the names of different colours. I know that mixing colours changes the colour. I know how to develop my own ideas and then decide which materials I want to use to express myself. I know how to join different</p>	<p>I can begin to use representation to communicate, e.g. drawing a line and saying "That's me." I can name different colours. I can begin to explore what happens when I mix different colours. I can explore different materials</p>	<p>I can understand how to make different marks using modelling tools. I know how to roll playdough or salt dough. I know how they can join models together. I know how to develop my own ideas and then decide which materials I want to use to express</p>	<p>I can experiment with blocks, colours and marks. I can experiment with blocks, colours and marks. I can explore different materials freely, to develop my ideas about how to use them and what to make. I am able to create closed shapes with continuous lines and begin to</p>	<p>I can explore colour and how colours can be changed. I know how to use various construction materials in a safe and sensible way. I can join construction pieces together to build and balance. I can join construction pieces together to build and balance. I know how to develop my own</p>	<p>I can show an interest in and describe the texture of things. I can use available resources to create props to support role-play. I am able to explore different materials freely, to develop my ideas about how to use them and what to make. I am able to create closed shapes with continuous lines and begin to</p>

<p>materials and explore different textures. I know how to create closed shapes with continuous lines and begin to use the shapes to represent objects. I know how to show different emotions in my drawing and paintings like happiness, sadness, fear etc. I know how to explore colour and colour mixing. I know how to show different emotions in my drawings. I can recognise simple colours. I can recognise that a simple colour can have different shades. I can give meaning to marks they have made. I can begin to use scissors and learn how to hold them correctly. I can begin to consider where to place individual materials when making a collage. I can begin to give meaning to collages they create using familiar objects or experiences.</p> <p><u>Being Imaginative and Expressive</u></p> <p>I know how to make some sounds using musical instruments. I know the words to some favourite songs. I can listen to music and talk about what I have heard. I am beginning to listen to with increased attentions to focus sounds. I can retell stories in my play. I can select resources for my play.</p>	<p>freely, to develop my ideas about how to use them and what to make. I can draw with increasing complexity and detail such as representing a face with a circle and including details. I can use drawings to represent ideas like movement or loud noises. I can explore colour and what happens when you mix colours. I can begin to hold a paint brush and make marks using it. I can begin to explore working with paint on different surfaces i.e. hand and finger painting, painting on stones, 2D and 3D surfaces. I can begin to explore working on different levels. I can begin to stick and glue a range of materials such as fabrics, paper and cardboard. I can begin to make snips in paper using scissors. I can show interest in and describe the texture of things.</p> <p><u>Being Imaginative and Expressive</u></p> <p>I can create sounds by banging, shaking, tapping or blowing. I can join in singing my favourite songs. I can move to music. I can sing and make music on my own. I can make up short stories in my play. I can develop stories in my play. I can play with one of more children to act out stories. I can use language from stories</p>	<p>them. I know how to join different materials and explore different textures. I know how to create closed shapes with continuous lines and begin to use the shapes to represent objects. I know how to show different emotions in their drawing and paintings like happiness, sadness, fear etc. I know how to explore colour and colour mixing. I know how to show different emotions in my drawings. I know how to hold a pencil. I can talk about marks I have made and relate them to experiences or familiar objects. I can give meaning to marks they make. I understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p><u>Being Imaginative and Expressive</u></p> <p>I like to join in with familiar dances and ring games. I can sing a few familiar songs. I can tap out simple repeated rhythms. I can explore and learn how sounds can be changed. I can make up my own songs. I can listen to music and talk about what I have heard. I know what I like and dislike about a piece of music. I can copy the pitch of a tone sung by an adult. I can sing the melodic shape of familiar songs. I can listen to others ideas in my</p>	<p>use the shapes to represent objects. I can draw with increasing complexity and detail such as representing a face with a circle and including details. I am able to use drawings to represent ideas like movement or loud noises. I am able to explore colour and what happens when you mix colours. I can begin to mould malleable materials such as playdough, clay, salt dough and sand. I can begin to develop control when using malleable tools. I can begin to give meaning to items I have produced. I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. I can hold a pencil and use a tripod grip. I can to use a variety of drawing tools – pencils, pens, wax crayons and chalk. I can to make marks and explore different textures and experiment with mark making. I can begin to draw objects/people who are important to them. Experiments with blocks, colours and marks.</p> <p><u>Being Imaginative and Expressive</u></p> <p>I can show an interest in the way musical instruments sound. I can sing and make music as part of a small group. I can begin to make-believe by pretending. I can build stories around toys, e.g. farm animals need rescuing from a</p>	<p>ideas and then decide which materials I want to use to express them. I know how to join different materials and explore different textures. I know how to create closed shapes with continuous lines and begin to use the shapes to represent objects. I know how to show different emotions in their drawing and paintings like happiness, sadness, fear etc. I know how to explore colour and colour mixing. I know how to show different emotions in my drawings. I can begin to know different ways to make marks and print objects. I can begin to know different media I can use to print. I know how to thread using fabric. I can begin to know how to weave with fabric.</p> <p><u>Being Imaginative and Expressive</u></p> <p>I like to join in with familiar dances and ring games. I can sing a few familiar songs. I can tap out simple repeated rhythms. I can explore and learn how sounds can be changed. I can make up my own music. I can listen to music and talk about what I have heard. I know what I like and dislike about a piece of music. I can copy the pitch of a tone sung by an adult. I can sing the melodic shape of familiar songs.</p>	<p>use the shapes to represent objects. I can draw with increasing complexity and detail such as representing a face with a circle and including details. I am able to use drawings to represent ideas like movement or loud noises. I can explore colour and what happens when you mix colours. I can begin to print with found objects, leaves, sponges, bubble wrap, fingers and building bricks. I can begin to make rubbings of natural and manmade things – leaves, bark etc. I can begin to use stamps or sponges to print a simple pattern. I can begin to thread using threading tools/fabrics. I can begin to weave fabric and threads around small objects. I can begin to select and glue fabrics of my own choice to create a picture. I can begin to say what I like and give meaning to things they create.</p> <p><u>Being Imaginative and Expressive</u></p> <p>I can begin to move rhythmically. I can imitate movement in response to music. I can sing and make music as part of a larger group. I can tap out a simple rhythm and make up my own rhythm. I can listen with increased attention to different sounds. I can use movement to express my feelings. I can create movement in response to music. I can sing to myself and make up simple songs. I can notice what adults do, imitate</p>
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	<p>I can use given props to act out stories.</p> <p>I know simple parts of stories.</p> <p>I can use experiences from my life to act out events.</p> <p>I know key words from stories I have heard.</p>	<p>I have heard.</p>	<p>play.</p> <p>I can use experiences from my life to act out events.</p> <p>I know how to take on the role of a character in my play.</p> <p>I know what props I will need to help me act out familiar stories.</p> <p>I know vocabulary around the story I am acting out and can use it in my play.</p>	<p>chair 'cliff.'</p> <p>I can use available resources to create props to support role-play.</p> <p>I can use movement to express my feelings.</p> <p>I can create movement in response to music.</p> <p>I can use props to help act out stories.</p> <p>I can use talk to organise my ideas and myself with others as I play.</p> <p>I can listen to others viewpoints.</p>	<p>I know repeated words and phrases from familiar stories.</p> <p>I can play with one or more children to extend and elaborate my stories.</p> <p>I know how to take on the role of a character.</p> <p>I know how to act out a familiar story.</p> <p>I can use experiences from my life to act out events.</p> <p>I know vocabulary around the story I am acting out and can use it in my play.</p>	<p>what is observed and then do it spontaneously when the adult is not there.</p> <p>I can engage in imaginative role-play based on own first-hand experiences.</p> <p>I can build stories around toys, e.g. farm animals need rescuing from a chair 'cliff.'</p> <p>I can use available resources to create props to support role-play.</p> <p>I can take it in turns to be different characters.</p>
Reception	Autumn		Spring		Summer	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p><u>Creating with Materials</u></p> <p>I know how to mix colours to create new colours.</p> <p>I know the names of different colours.</p> <p>I know how to draw representations of people and objects.</p> <p>I know how to draw using pencils and crayons.</p> <p>I can recognise and name the primary colours being used.</p> <p>I can mix and match colours to different artefacts and objects.</p> <p>I can identify colours on a colour hunt.</p> <p>I can be inspired by the work of Marc Rothko.</p> <p>I know that Marc Rothko was an artist.</p> <p>I can begin to develop language of colour – lighter, darker</p> <p>I can look and talk about what I have produced, describing simple techniques</p>	<p><u>Creating with Materials</u></p> <p>I can explore colours and how colours can be changed.</p> <p>I can explore paints and collage materials.</p> <p>I can explore using different shapes people and objects.</p> <p>I can explore different ways to join materials using a glue stick.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can to make props and materials to use in role playing stories.</p> <p>I can explore colours and how colours can be changed.</p> <p>I can hold a paintbrush correctly and apply pressure to obtain different effects – a thin line, a thick line.</p> <p>I can explore working with paint on different surfaces and in different ways i.e. hand and finger painting, painting on stones, 2D and 3D surfaces.</p> <p>I can explore working on</p>	<p><u>Creating with Materials</u></p> <p>I know how to use various construction materials.</p> <p>I can construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>I know different ways to make marks and print objects.</p> <p>I can be inspired by the work of Yayoi Kusama.</p> <p>I know that Yayoi Kusama was a print artist who liked dots.</p> <p>I know different media I can use to print.</p> <p>I know how to return to and build on my previous learning, refining ideas and developing my ability to represent them.</p> <p>I know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can identify whether to use glue or Sellotape when joining objects</p>	<p><u>Creating with Materials</u></p> <p>I can describe different textures.</p> <p>I can join construction pieces together to build and balance.</p> <p>I know how to use various construction materials.</p> <p>I can construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>I can describe different textures.</p> <p>I can join construction pieces together to build and balance.</p> <p>I am able to make props and materials to use in role playing stories.</p> <p>I can print with found objects, leaves, sponges, bubble wrap, hands, fingers, building bricks.</p> <p>I can say what I like and dislike about the work of Yayoi Kusama.</p> <p>I can create rubbings of natural and manmade things – leaves, manhole covers, signs etc.</p> <p>I can create simple one colour monoprints. I can draw with fingers into paint then taking a print off.</p>	<p><u>Creating with Materials</u></p> <p>I know how to use a variety of materials safely.</p> <p>I can use what I have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>I can draw from observation, noting elements such as shape & colour,</p> <p>I can talk about what I have produced.</p> <p>I know what I can use to draw with.</p> <p>I can be inspired by the work of Henri Rousseau.</p> <p>I know that Henri Rousseau drew different jungle animals.</p> <p>I know how to make different types of lines.</p> <p>I can give meaning to marks I make.</p> <p>I know how to return to and build on my previous learning, refining ideas and developing my ability to represent them.</p>	<p><u>Creating with Materials</u></p> <p>I can experiment with colour, design, texture, form and function.</p> <p>I can design my own props and costumes.</p> <p>I can experiment with colour, design, texture, form and function.</p> <p>I can represent my own ideas, thoughts and feelings through design and technology and art.</p> <p>I can make props and materials to use in role playing stories.</p> <p>I can hold a pencil comfortably.</p> <p>I can use a variety of drawing tools – pencils, pens, wax crayons and chalk.</p> <p>I can explore different lines – thick, thin, wavy, straight.</p> <p>I can say what they liked or disliked about Henri Rousseau's work.</p> <p>I can explore different textures and begin to experiment with marks to illustrate these.</p> <p>I can explore, use and refine a variety of artistic effects to express</p>

<p>and media used. I can choose particular colours to use for a purpose. I know how to return to and build on my previous learning, refining ideas and developing their ability to represent them. I know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I know how to stick and glue a range of materials such as fabrics, paper and cardboard. I know the materials Hanoch Piven used in his work. I know that Hanoch Piven was an artist. I can develop skills using scissors to cut paper to desired shape and size required. I can begin to identify which glue will work best on different materials. I can consider the order in which materials are attached. I can identify a feature of their collage work which I like and explain why. I can select appropriate resources and adapts work where necessary. I can select tools and techniques needed to shape, assemble and join materials I am using.</p> <p><u>Being Imaginative and Expressive</u></p> <p>I know some ring games and can join in with dancing and singing.</p>	<p>different levels – floor, easel, table. I can say what they like or dislike about Marc Rothko's work. I can use PVA glue and glue sticks. I can say what they like and dislike about the work of Hanoch Piven. I can use simple tools and techniques competently and appropriately. I can manipulate materials to achieve a planned effect. I can explore, use and refine a variety of artistic effects to express their ideas and feelings. I can demonstrate some consideration when placing individual pieces to make a collage.</p> <p><u>Being Imaginative and Expressive</u></p> <p>I can move rhythmically. I can imitate movement in response to music. I can tap out simple repeated rhythms. I can sing to myself and make up simple songs. I can explore the different types of noises I can make with an instrument e.g. loud, louder, quieter, softly. I can sing and perform nursery rhymes I can join in with whole school singing assemblies. I can experiment with different instruments and their sounds. I can talk about whether the like or dislike a piece of music I can create musical patterns</p>	<p>together. I can be inspired by the work of Andy Goldsworthy. I know that Andy Goldsworthy was a sculptor who made sculptures out of natural materials. I can choose my own resources and identify my intentions before starting. I can look and talk about what they have produced. I can understand that different media can be combined to create new effects. I can select appropriate resources and adapts work where necessary. I can select tools and techniques needed to shape, assemble and join materials they are using.</p> <p><u>Being Imaginative and Expressive</u></p> <p>I can sing and remember a wide range of songs. I can listen to the sounds of different instruments and predict what they might be. I can name a wider range of musical instruments. I know how to sing the pitch of a tone sung by a group, peer or teacher.</p> <p>I can respond to what I have heard expressing my thoughts and feelings and explaining why I have responded in that way. I know which resources will create appropriate props for my games. I know how to perform for an Easter assembly. I know songs to join in with whole school assemblies.</p>	<p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can select appropriate resources and adapts work where necessary. I can create collaboratively, sharing ideas, resources and skills. I can mould malleable materials such as clay, playdoh, salt dough and sand. I can say what I like or dislike about Andy Goldsworthy's work. I can show control when using scissors, staplers and malleable tools. I can build and construct sculptures using a variety of materials from my imagination and from observation. I can manipulate materials to achieve a planned effect. I can construct with a purpose in mind, using a variety of resources. I can use simple tools and techniques competently and appropriately. I can use cutting materials with some accuracy to achieve a planned effect. I can join pieces of playdough/junk modelling together to create representations of experiences or play. I can use hands to create pieces to join together. I can choose materials to join together.</p> <p><u>Being Imaginative and Expressive</u></p> <p>I can sing or make music in a group I can move in different ways to music. I can join in with call and response songs. I can sing in a group or on my own</p>	<p>I know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can match and sort fabrics and threads based on tactile texture – smooth, soft, silky, bumpy, scratchy. I can be inspired by the work of Anni Albers. I know that Anni Albers uses textiles (materials) to create her work. I can begin to develop a word bank to describe textures. I can begin to know how to weave. I can select and glue fabrics of my own choice to create a picture.</p> <p><u>Being Imaginative and Expressive</u></p> <p>I can sing and remember a wide range of songs. I can watch, talk and describe performance art, expressing my feelings and responses. I can listen to the sounds of different instruments and predict what they might be. I can respond to what I have heard expressing my thoughts and feelings and explaining why I have responded in that way. I can name a wider range of musical instruments. I know how to sing the pitch of a tone sung by a group, peer or teacher. I can use what I have learnt about media and materials in original ways, thinking about</p>	<p>my ideas and feelings. I can create collaboratively, sharing ideas, resources and skills. I can draw from imagination. I can draw objects/people who are important to me. I can use simple tools and techniques competently and appropriately. I can select appropriate resources and adapts work where necessary I can weave fabrics and threads around large objects such as a bicycle wheel, posts, fences. I can say what they like or dislike about Anni Albers work. I can develop weaving skills on 2D surfaces such as using paper strips to create patterns in colour, or on a 3D objects, such as a wire shopping basket.</p> <p><u>Being Imaginative and Expressive</u></p> <p>I can sing or make music in a group I can watch, talk and describe performance art, expressing my feelings and responses. I can sing in a group or on my own with increasing accuracy to pitch and following the melody. I can join in with call and response songs. I can add songs to my imaginative play. I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. I can move to music in time. I can learn dance routines. I can sing and join in with whole school assemblies. I can act out well known stories. I can explore the different types of noises I can make with an instrument e.g. loud, louder, quieter, softly.</p>
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	<p>I can sing and remember a familiar songs. I can engage in imaginative role play based on own first-hand experiences. I know how to sing the pitch of a tone sung by a group, peer or teacher.</p> <p>I know how to join in singing in whole school assemblies. I know how to copy pitch. I know a repertoire of familiar songs. I know songs that I can sing entirely. I know how to use costumes to add to my role play and act out narratives. I know vocabulary that I can use from the story to put into my play. I can use topic related vocabulary in my play.</p>	<p>using body percussion. I can use costumes and resources to act out narratives. I can copy high and low pitch to match. I can sing the melodic shape of familiar songs.</p>	<p>I can recognise different speeds of music and respond to this. I can articulate my ideas and thoughts in well-formed sentences. I can develop my own story lines in my play. I can listen to others viewpoints. I can resolve conflicts over who wants to be certain parts. I can take it in turns to be different characters. I can use topic related vocabulary in my play. I can collaboratively recreate stories I have heard in my play. I know how to use costumes to add to my role play and act out narratives. I know vocabulary that I can use from the story to put into my play. I can use topic related vocabulary in my play. I know how to create different voices for different characters when taking on more than one role in my play.</p>	<p>with increasing accuracy to pitch and following the melody. I can explore the different types of noises I can make with an instrument e.g. loud, louder, quieter, softly. I can create music collaboratively. I can explore and learn how sounds can be changed. I can use movement to express feelings. I can create movement in response to music. I can notice what adults do, imitate what is observed and then do it spontaneously in my play. I can build stories around toys. I can join in with whole school singing assemblies. I can create costumes for role play. I can create musical patterns using instruments. I can act out familiar stories and use vocabulary from the story. I can act out and perform poems. I can share props and equipment. I can sing and perform a wide range of nursery rhymes.</p>	<p>uses and purposes. I can listen and perform poetry. I know how to use costumes to add to my role play and act out narratives. I know vocabulary that I can use from the story to put into my play. I can use topic related vocabulary in my play. I know how to create different voices for different characters when taking on more than one role in my play. I know how to structure a story to create my own in my play.</p>	<p>I can create music collaboratively. I can follow a musical pattern to play instruments. I can create narratives based around stories. I can act out and perform poems. I can put possible conversations between characters into my play. I can take on different roles in my play and negotiate longer conversations with my peers. I can share props and equipment. I can connect one idea or action to another using a range of connectives. I can articulate my ideas and thoughts in well-formed sentence. I can sing and perform a wide range of nursery rhymes.</p>
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PARK ROAD SALE
PRIMARY SCHOOL