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| **Areas of learning**  **(PRIME)** | **Step 1** | **Step 2** | **Step 3** |
| **Communication and language**  -Listening Attention and Understanding  -Speaking | * To focus for short periods of time eg during small carpet sessions and stories/ rhyme time * To concentrate on an activity of their own choice for a short period of time * Understand a simple instruction given on a 1:1 basis * To engage in conversations with peers and familiar adults during play * Use talk to organise their play * To engage in simple pretend play * To begin to develop their pronunciation of familiar words- this will need repetition and modelling * Sing and join in with well-known simple rhymes and songs * Can express theirselves simply using short sentences such as ‘I want a drink’ | * To sustain attention for longer periods eg during small group activities * To initiate their own activities with developing concentration * Understand simple instructions given during group times * To use a wider range of vocabulary when talking to peers and adults * To initiate conversations with others * To talk turns in speech * To develop more ideas through imaginative and pretend play * To explore new vocabulary in play * To explore pronunciation of new words using what they already know * Become more familiar with regular songs and rhymes * Speak in longer sentences (4 to 6) words expressing their needs or interests | * To practice sitting for longer periods of time eg during stories/rhymes and can join in, answer questions and simply recall things back * To engage in their own sustained activities and show developing attention in adult-led activities * Understand and respond to questions and instructions with two parts * Understand and answer why questions in regards to stories or events in their life * To be able to initiate conversations about a wide range of topics * To engage in a wide range of imaginative and pretend play using a range of vocabulary and introducing roles eg ‘mummys and daddys’ * To be able engage in others’ conversations * To be able to express a point of view * To understand different elements of conversations/instructions * Develop further pronunciation of a range of vocabulary with increasing accuracy * Sing a large repertoire of songs and rhymes with increasing confidence * Develop and use more complex sentences in speech for example adding in conjunctions such as because/and/or |
| **Personal, Social and Emotional Development**  – Self Regulation, Managing Self and Building Relationships | * To access an activity of their choice with supporting finding resources and equipment * Model being responsible eg putting a pencil away * Develop relationships with the new adults and children in the setting * To show a simple understanding of right and wrong * To begin to share with modelling from an adult- eg beginning to wait their turn rather than grab * Playing alongside other children and showing interest in joining in * Be aware of simple rules and expectations and begin to show willingness to follow * To begin to explore a range of emotions * To use simple emotional vocabulary such as happy and sad * To use the toilet with support * To become more independent in managing their toileting needs eg when they need to go * To engage and join in with group-initiated hand washing and teeth brushing etc | * Using familiar resources and equipment to initiate activities * To follow peers and others in completing simple tasks * Show developing confidence with the adults and children in setting * Is able to understand and communicate to others their emotions during conflicts eg if they are feeling sad * To show some control in waiting their turn and sharing toys * Play with one or two familiar children with a specific focus * Follow others in following the settings rules and expectations with some growing independence * To understand simple emotions such as happy and sad * To begin to understand more complex emotions such as anger and excitement * To develop understanding of people feeling different emotions and why * To be able to use the toilet independently and have support with flushing and hand washing * To be aware of basic hygiene needs and show and willingness to brush their own teeth and wash their own hands | * Engage in activities and use resources to achieve a goal eg an end result of an activity * Can carry out simple tasks and jobs eg tidying an area of hanging coats up etc * Be comfortable and confident in setting and show more confidence around new people and in new situations eg trips * Initiate conversations with new adults and children * To be able to share toys with familiar children and take turns when necessary * Can find solutions to conflicts during play developing self-regulation of emotions * Play with small groups of children extending and elaborating play ideas * Follow simple rules in setting such as tidy up time, turn taking, hands up during stories etc * Remember familiar rules and expectations without an adult needing to remind * Can talk about their feelings using a wide range of appropriate words such as happy, sad, cross, angry, excited, scared etc * Can begin to explain or elaborate their feelings and why they feel a certain way eg ‘I’m sad because…’ etc * Show a simple understanding and awareness of how others feel * To be able to go to the toilet, flush and wash their hands with little support * To be more independent with their basic hygiene needs such as teeth brushing, hand washing etc * To be developing in their understanding of making healthy choices |
| **Physical development**  – Gross Motor | * Explore outdoor equipment of bikes, trikes and scooters * Able to move the equipment using their feet on the floor and hold the handles * Whilst holding an adult’s hand, will climb steps to the slide/ top playground * Whilst holding an adult’s hand will walk across the bench with one foot in-front of the other * Can use a wide range of movements using both legs such as skipping forward and hopping between both legs * Use small and large movements for a variety of purposes * Take part in activities in small groups modelled by an adult * Take part in dance, rhythm and patterned movements | * Develop more confidence in using bikes, trikes and scooters * Able to co-ordinate their feet to begin to use the peddles * Can hold the hand rail outdoors to climb the steps using alternate feet * Can explore skipping, hopping and standing on alternate legs * Use their whole body to cross the mid-line of their bodies eg waving a flag etc * Show a simple understanding of team games such as duck, duck goose etc * Take part in simple sequences and patterns of movements * Engage with music and rhythm * Enjoy movement and using their bodies for different purposes | * Show increasing control in riding bikes, trikes and scooters * Able to use the peddles on the bike with some adult support * Is confident in accessing the steps using alternate feet safely * Can skip, hop or stand on one leg with increasing control * Show a developing awareness of their own spatial awareness eg find a space away from your friends * Use large muscle and whole-body movements * Take part in small team games and physical group activities introduced by an adult or self-initiated * Use and remember sequences and patterns of movements * Respond to and join in with music and rhythm * Initiate physical skills according to their preferences * Collaborate and work with others to select and use resources appropriately eg building a bridge using blocks |
| **Physical development**  – Fine Motor | * To use one handed tools and equipment * To open and close the scissors smoothly with no paper * Use whole hand grasp to hold pen or pencil with both hands, with some control * Uses fine and gross motor skills to do things independently eg open water bottle, practice use of zip, undo buttons on pants | * To use one handed tools and equipment using both hands showing a preference for one * To be able to snip paper using scissors with support * Develops control of pen and pencil using a comfortable grip * Begins to become more independent with getting dressed and using zips/buttons * Show more independence using cutlery at lunchtimes | * To use a dominant hand when using one handed tools and equipment * Snips paper moving scissors forward, developing more control and practising holding them correctly * Can use the tripod grip with support and shows an increasing control over pens and pencils * Can practise putting on own coat and with support will attempt zip/buttons * To understand how to use and store equipment safely and appropriately eg holding scissors by the bottom and putting pencils away * Can use a fork and spoon independently and develop knife skills |
| **Areas of Learning**  **(SPECIFIC)** | **Step 1** | **Step 2** | **Step 3** |
| **Literacy – Reading: -Comprehension** | * To listen to short stories with visual aid and props * To engage in rhymes and songs * To touch and handle books with support * To recognise and discuss pictures and characters simply * To ask and answer simple questions eg ‘Where is the cat?’ * Share and look at books indoors and outdoors | * Listen to and enjoy a wide range of stories * Initiate play using stories and props as a stimulus * Use picture cues and props to discuss and retell stories as prompts * Discuss stories with adults and small groups of children * Repeat phrases and rhymes * Handle a book carefully and show an awareness of print and the correct way we hold a book | * Engage in extended conversations about stories * Have an interest in a range of books, stories and rhymes * Use stories and their experience of books in imaginative play including the use of new vocabulary * Show simple understanding of the events in repeated stories * Answer simple questions about characters and events e.g. ‘What did the cat do?” * To know and understand different parts of the books e.g. the cover, author etc * To know what a word is in a book |
| **Literacy – Reading**  **-Word reading** | * Recognise and read their name from a small group * Join in with repeated rhymes * Engage in eye spy games focusing on initial sounds * Join in and copy repeated counting and clapping of syllables * Show an understanding of print in books eg turns the pages and holds book the correct way * Can find the front cover of a book | * Recognise and read their first name from a large group * Find simple words that rhyme from a small selection eg cat rhymes with dog or mat * Understand if two objects have the same initial sound * Count and clap syllables in their name * Can follow print in books when read by an adult developing an understanding that print is read * Can identify where the front cover is and the title | * Read their first name and begin to recognise their second name * Know what letters are and begin to identify some from their name * Match the first set of Initial Code letters * Be able to hear the initial sound in familiar words and can say verbally what it is * Be able to hear and spot rhymes * Be able to suggest further rhyming words * Recognise words with the same initial letter * Count and clap syllables in one and two syllable words * Can point and follow print in books showing their understanding how to hold a book, how the pages are turned and that the print has meaning * Be able to name different parts of the book |
| **Literacy – writing** | * Use mark making and writing during play for imaginative and pretend play eg shopping lists * Children write, mark make and draw freely with a wide range of materials and resources | * Children write for a purpose eg clipboards, post it notes, chalks etc * Can form recognisable letters through tracing and finger gym activities * Can use language ‘up, down and round’ when looking at certain letters and practising them | * Writing used in imaginative play reflects their developing fine motor skills and their knowledge of letters and sounds eg initial sounds can be seen or letters are attempted * Children can make plausible attempts at writing their name * They can form some letters accurately * Their name is identifiable by theirselves and adults |
| **Literacy – Phonics** | * Can match environmental sounds to sources. * Can make noises on different surfaces using hands or drumsticks * Experiment with voice sounds. Able to sing at different volumes- and explore animal noises. * Can recreate a simple sequence of sounds * Can identify an instrument when played * Can play an instrument louder or quieter * Stop and start playing an instrument at a signal | * Can Join in and copy actions with familiar songs * To join in with a body percussion pattern. * Able to identify body percussion * Can suggest times to be noisy or quiet * Can move their body in response to music/sounds * Join in with repetitive story/song refrains * Can move in time with a beat * Can play rhyming bingo and other games * Able to match rhyming pairs * Can sing and complete nursery rhymes. * Can play instruments in front of others alone or as part of a group | * Can match two items that have the same initial sound- using SW initial code. * Able to copy exaggerated sounds such as sssssssss * Can suggest a person/object when given an initial sound * Can suggest non–words beginning with a selected initial sound (alien words) * Can make voice sounds such as weeeeeeeeeee * Can copy robot talk such as c-a-t * Can describe a sound * Can copy sound talk e.g. p-i-n * Able to identify items by blending e.g. t-a-p …tap! * Count or clap out syllables in CVC words |
| **Maths**    -Number and Numerical Patterns | * Begin to rote count up to 5 using number rhymes and songs * Can count objects and in everyday contexts, sometime skipping numbers * Count objects in small groups and with support can discuss how many there are * Able to verbally say the amount of objects in a group and begin to recognise some numerals * To develop and awareness of the amount after counting- the first steps of subitising * To develop counting objects at their own pace * To experiment with their own marks for numbers * Practically and verbally solve problems using numbers up to 3 * Count different quantities aloud up to 3 * Explores shapes and can begin to discuss colours * Uses simple positional language during play eg the teddy under the table * Shows understanding of simple language related to size, weight, length, height and capacity such s big, long, small, heavy etc * Recognises and talks about patterns in the environment * Can sequence simple events | * Rote count accurately to 5 using number names for each number * Can practise 1:1 consolidation up to 5 with increasing accuracy eg counting children in the line, counting cups at dinner etc * Begin to develop an awareness of cardinality- ‘how many are here? 1,2,3, there are 3 here’ * Begin to explore numerals when counting and grouping objects * To engage in subitising to 3 * To have fast recognition of up to 3 objects * To begin to experiment with recording their own numbers using their own marks * Engage in simple problem solving with adult support * Count and compare different objects in groups with adult support * Talk about and explore 2D and 3D shapes * Can discuss and explore shapes matching two that are the same * Uses positional language accurately during play and can place objects on top of or under things * Explores everyday object and can simply compare two to say which is bigger or longer etc * When building and making things can select shapes and resources for particular purposes eg building a bridge * Can create ABAB patterns using a range of materials * Uses some language when sequencing events such as first | * Can rote count aloud to 5 and is beginning to count past 5 * Says one number for each item in order up to 5- 1:1 correspondence * Show finger numbers up to 5 and use confidently during songs and rhymes * Understand cardinality (when counting, the last number said is the number the group contains) * Be able to link the correct numeral to the correct amount eg find the number 4 for 4 objects * To be able to subitise up to 5 * To develop fast recognition of numbers without the need to count * To make their own recordings of numbers showing more accuracy in their correct numeral * Solve problems with numbers up to 5 using mathematical vocabulary * Compare quantities using language such as more than and fewer than * Can name some 2D shapes * Uses some mathematical language linked to shape * Can find shapes that are the same and shapes that are different * Uses and understand positional language during play and activities * Uses vocabulary such as ‘under, on top, next to, in front of and behind’ * Makes everyday comparisons between objects relating to weight, size, length and capacity * Uses directional language in play * Selects shapes and resources with a purpose in mind combining shapes when necessary * Can create and extend ABAB patterns * Can sequence events and use language alongside such as first, next, then… |
| **Understanding the world** (*humanities* – past and present, people culture and communities) | * Able to look at photographs of theirself and their immediate family and simply discuss their life * Shows interests in different occupations * Explores stories and photographs about different countries and cultures | * Have a simple understanding of theirself, their family and their life * Can identify and explore different occupations * Can identify similarities and differences between themselves and others * Develops positive attitudes about the differences between others | * Can discuss who they are, describe their immediate family and detail about their home life * Is able to discuss different occupations and what roles they take on * Can simply discuss the ways of lives in different countries * Can make similarities and differences between our lives and the lives of others culturally * Talks positively and sensitively about others * Understands there are different countries in the world and can use stories and photographs to discuss them |
| **Understanding the world** (*science* –The natural world) | * Shows interest in exploring how things work * Uses their senses to explore natural resources and the world around them * Is interested in their environment with adult encouragement * Engages in planting activities * Is interested in the growth and change of plants * Is interested in the life cycles of plants and animals * Engages in forces activities with adult modelling * Can engage in changing materials eg freezing, melting and when cooking | * Explores and investigates how things work * Can discuss natural resources they can see/ have found and group them into different collections * Uses 5 senses to explore * Plants seeds and will water them * Understands what plants need to grow * Can comment on plants growth and change * Engages in life cycle activities referring back to caterpillar to butterflies * Explores different forces in the water and using magnets and can see and feel a force * Shows an understanding of how to change materials | * Explores and investigates how things work and can use simple scientific vocabulary to describe etc pull, sink * Can collect and discuss natural resources and group them according to different properties eg the same shape * Can discuss and use their 5 senses * Understands how to simply care for plants and shows an interest in ensuring they are well looked after * Can discuss a simple life cycle of a plant * Can discuss the life cycle of animals eg butterflies and frogs * Can discuss different forces they can feel eg water pushing up when things are pushed underneath, can identify the force of a magnet * Can describe changes in materials when using ice or cooking |
| **Expressive arts and design** | * Begin to develop pretend play eg playing a particular role or pretending an object is something else * Pretend play to a specific theme or topic e.g. hairdressers * Use construction and small world with a purpose * Manipulate and play with different materials * Explore materials and think of what they can use them for * Make simple models and creations * Give meanings to marks they make eg can say this is my dog * Identify colours and show an interest in adults mixing them * Explore and look at a range of instruments/ objects that make sounds, explore sounds in the environment indoors and outdoors | * Engage in pretend play alongside others taking on roles of things that interest them * Introduce short narratives or themes into their pretend play * Show an interest in building larger scale buildings/cities using construction and use their imagination to use small world alongside * Develop their own ideas alongside what they are making * Begin to select and choose resources for a purpose * Create closed shapes and continuous lines when drawing with a purpose eg drawing their family * Explore colour and colour mixing with support * Become more aware of sounds in the environment and sounds made in music * Join in with group discussions | * Take part in pretend play with others, re-inacting stories, taking on different roles and using a wide range of objects to represent something else * Begin to develop complex stories alongside their play * Make imaginative and complex small worlds with blocks and construction kits * Use a wide range of materials in and outside to build, construct, design and develop their own ideas * Explore different materials freely * Show their own interests and ideas through their design and creations * Join different materials and explore textures * Draw with increasing complexity and detail, such as representing a face with a circle, being able to draw people as sticks with body parts etc * Can discuss and show different emotions in their paintings and drawings * Explore colour and colour mixing and can make simple comments about the changes they see * Listen with increased attention to sounds * Make comments/ have opinions about music and sounds and make comments on what they hear |