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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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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…
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| **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
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| **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
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| **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
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