

Physical Development

Cross Motor Skills

- Starting to experiment with different types of movements
- Recognising how to refine a range of physical actions (rolling, running, skipping, etc.)
- Jumping off objects safely and carefully
- Negotiating space carefully
- Travelling with confidence and skill when moving around, under, over and through various equipment
- Showing increasing control when throwing, catching and kicking a ball

Fine Motor Skills

- Handling tools, objects, construction & malleable materials safely & with increasing control
- Showing a preference for a dominant hand
- Beginning to show anti-clockwise movements and retrace vertical lines
- Beginning to form recognisable letters
- Using a pencil and holding it effectively to form recognisable letters in their own name

Literacy

Word Reading

- Reading individual letters by saying the sound for them
- Reading simple words and simple sentences
- Identifying rhymes
- Blending sounds into words, so that they can read short words made up of known letter-sounds correspondences
- Reading some letter groups that each represent one sound and say sounds for them
- Reading a few common exception words matched to the schools phonic programme
- Reading simple phrases & sentences made up of word with known letter-sound correspondences & where necessary, a few exception words

Comprehension

- Talking about events & characters in books
 - Making suggestions about what might happen next in a story
- Reading simple words and simple sentences
 - Talking about their favourite book
- Using vocabulary and events from stories in their play
- Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in reading

Writing

- Using their phonic knowledge to write words in ways which match their spoken sounds
- Writing some irregular common words
- Writing simple sentences which can be read by themselves and sometimes by others
- Spelling small, familiar words correctly & making phonetically plausible attempts at more complex words

Understanding the World

Past & Present

- Recognising and describing special times or events for family or friends e.g. christening, Christmas
- Beginning to compare & contrast characters in stories about the past
 - Understanding that people celebrated events like Eid & Christmas before they were born
 - Using appropriate language to describe the past, such as 'in the past'

People, Culture & Communities

- Drawing information from a simple map
 - Recognising some similarities & differences between life in this country & life in other countries
- Recognise that people have different beliefs & celebrate special times in different ways
- Starting to show an interest in different occupations & ways of life
 - Talking about members of their immediate family & community
- Naming & describing people who are familiar to them

The Natural World

- Talking about why things happen & how things work
 - Understanding more about growth, decay & changes over time
- Identifying features of living things, such as animals with legs or those with wings
 - Describing what they see, hear & feel whilst outside
- Exploring the natural world around them
 - Understand the effect of the changing seasons on the world around them
- Recognising some environments that are different to the one in which they live

Communication & Language

Listening, Attention & Understanding

- Knowing that they need to be quiet and concentrate when listening
- Maintaining attention, concentration and sitting quietly during appropriate activities
- Listen to a whole story from beginning to end
- Responding to instructions involving a two-part sequence
- Listening and responding to ideas expressed by others in conversation and discussion
- Remembering key points from a story without needing prompts
- Showing specific interest in a non-fiction book linked to a topic or theme

Speaking

- Using new vocabulary to different contexts
- Asking questions to learn more about an event or a task
- Using complete sentences more regularly
- Using language to explore imaginary events, storylines and themes
- Using language to imagine and recreate roles and experiences in play situations
- Linking statements and sticking to the main theme or intention
- Using talk to organise, sequence or clarify thinking, feelings and ideas

Early Learning Goals

END OF SPRING TERM

Personal, Social & Emotional Development

Self Regulation

- Recognise themselves as a valuable individual
- Willingly express their feelings & know when they have been kind & considerate
- Moderate their feelings when they are upset
- Being confident to try new activities
- Saying why they like some activities more than others
- Being confident to speak in a familiar group
- Being happy to talk about their own ideas
- Choosing the resources they need for a given activity
- Saying when they do and do not need help

Managing Self

- Being able to talk about a challenging task & be prepared to have a go
- Welcoming & valuing praise for what they have done
- Willingly participating in a wide range of activities
- Showing enthusiasm & excitement when anticipating and engaging in certain activities
- Being confident to speak to others about needs, wants, interests and opinions
- Being confident in speaking in front of a small group
- Describing themselves in positive terms & talking about their abilities
- Showing resilience & perseverance in the face of challenge
- Having awareness of keeping teeth clean & not eating too many sweets

Building Relationships

- Building constructive and respectful relationships
- Playing cooperatively with others and taking account of their ideas
- Being happy to listen to others organisational ideas
- Showing sensitivity to others' feelings
- Forming positive relationships with adults and other children

Maths

Number & Numerical Patterns

- Show a number of fingers together without counting
- Beginning to use 'teens' to count beyond 10
- Counting an irregular arrangement of up to ten objects
- Finding one more or one fewer from a group of up to five objects, then ten objects
- Estimating how many objects they can see and checking by counting them
- using the language of 'more' & 'fewer' to compare two sets of objects
- Understanding 5, 6, 7, etc and all manipulations of the number
- Finding the total number of items in two groups by counting all of them
- Beginning to use the vocabulary involved in adding and subtracting, including counting on and back
- Understand addition up to 5 using all combinations. Then 6, 7, 8, 9 and 10
- Automatically recall number bonds for numbers 0 to 10

Shape, Space & Measure (not in expectations)

- Beginning to experiment with length, height & capacity
- Beginning to compare length, weight & capacity
- Identifying money & using money in play
- Recalling names of some 2d and 3D shapes
- Ordering & sorting according to simple properties
- Using the language of direction when programming toys

Expressive Arts & Design

Creating with Materials

- Safely using and exploring a variety of materials, tools and techniques
- Experimenting with colour, design, texture, form and function
- Selecting tools and using techniques needed to shape, assemble & join materials they are using
- Understanding that different media can be combined to create new effects

Being Imaginative & Expressive

- Exploring and learning how sounds can be changed
 - Singing songs, making music and experimenting with ways of changing them
- Beginning to build a repertoire of songs and dances
 - Exploring the different sounds of instruments
- Initiating new combinations of movement & gesture in order to express & respond to feelings, ideas and experiences