



Personal, Social and Emotional Development

Early Learning Goal (End of Reception Expectation)

Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

<p>Nursery</p>	<ul style="list-style-type: none"> ● Confidence in social situations ● Forming relationships ● Developing friendships and playing with others ● Exploring and labelling feelings through Zones of Regulation ● Understanding expectations and following rules ● Self direction ● Healthy choices and self help skills ● Resolving conflicts
<p>Reception</p>	<ul style="list-style-type: none"> ● Self awareness, managing feelings, empathy ● Understanding and explaining feelings through Zones of Regulation ● Forming positive relationships with peers and adults ● Co-operation skills and playing collaboratively

	<ul style="list-style-type: none"> • Resilience • Self direction and building confidence and perseverance • Managing anger and resolving conflict • Understanding expectations and following rules • Independent self help skills
Year 1	<ul style="list-style-type: none"> • Understand how we show emotions; what this can look like and steps we can take to regulate our emotions (Zones of Regulation) • Resolving conflict and bullying • Rules within a community • Healthy lifestyles and choices relating to food, sleep, exercise • Ways to stay safe (including online)

Communication and Language

Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Nursery

- Building vocabulary - Word Aware
- Speaking in sentences of four to six words
- Listening and responding to instructions (two parts)
- Talk about things that have happened in the past
- Active listening to stories
- Joining in with repeated refrains and using story language in play
- Responding to who, what, where, when, how and why questions

	<ul style="list-style-type: none"> • Asking questions (Dialogic Reading) • Tell a story in own words (Dialogic Reading and Helicopter Stories) • Use 'and' and 'because' to link sentences and ideas • Retell simple events in chronological order • Understand and use prepositional language (under, on top, behind, in front)
Reception	<ul style="list-style-type: none"> • Building vocabulary (Word Aware) • Developing social phrases • Articulate ideas and thought in well formed sentences • Retelling past events in chronological order • Turn taking in conversations • Retelling familiar stories in the correct order and using story language • Using the past, present and future tenses • Connect ideas or sentences using a range of connectives • Asking questions to clarify understanding • Active listening • Responding to instructions involving two or more steps • Building a narrative into play
Year 1	<ul style="list-style-type: none"> • Building vocabulary (Word Aware) • Speaking in full sentences, using the correct tense and a range of connectives and vocabulary • Responding to peers • Building on the ideas of others • Responding to multi step instructions • Retelling known stories • Telling own stories

Physical Development

Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Children at the expected level of development will:

	<ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
Nursery	<ul style="list-style-type: none"> • Use one handed tools • Pencil control • Moving in a range of ways - skipping, hops, standing on one leg • Getting dressed and undressed with more independence
Reception	<ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials with increasing control and an awareness of safety • Developing correct letter formation • Ongoing development of fine motor control • Developing ball skills • Continuing development of co-ordination, body strength, balance and agility
Year 1	<ul style="list-style-type: none"> • Handwriting • PE lessons that include the development of basic movement and skills - running, jumping, balance, co-ordination, using a range of small and large apparatus, negotiating space, combining movements to create dance sequences, ball skills - throwing and catching, participating in team games • Using tools independently for a purpose

Literacy

Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;

- Write simple phrases and sentences that can be read by others.

Nursery

- Enjoying listening to stories
- Joining in with familiar rhymes and songs
- Listening and remembering sounds
- Ascribing meaning to marks
- Recognising and recalling individual sounds (Little Wandle)
- Name writing (some letters accurately)
- Making up stories (Helicopter Stories and Talk for Writing)
- Retelling favourite stories (Talk for Writing and Dialogic Reading)

Reception

- Little Wandle Letters and Sounds Revised phonics scheme sessions - Phase 2, 3, 4
- Write recognisable letters, forming most correctly
- Using phonetically plausible spellings
- Writing simple phrases, captions and sentences which can be read by others
- Developing a bank of familiar stories, rhymes and poems that can be retold

Year 1

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, roleplay/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication
- Apply phonic knowledge and skills as the route to decode words through Little Wandle Letters and Sounds Revised phonics scheme sessions
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions, and understand that the apostrophe represents the omitted letter(s)
- Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Reread these books to build up their fluency and confidence in word reading
- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them
- Spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words
- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these
- Write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read their writing aloud clearly enough to be heard by their peers and the teacher
- Develop their understanding of the concepts set out in English Appendix 2 by:
 - leaving spaces between words
 - joining words and joining clauses using "and"
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’

	<ul style="list-style-type: none"> ➤ learning the grammar for year 1 in English <u>Appendix 2</u> • Use the grammatical terminology in English <u>Appendix 2</u> in discussing their writing and reading.
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Mathematics

Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Nursery

- Securing the principles of counting to 10 and beyond
- Subitizing to 5
- 2D shape
- 3D shape
- Everyday language related to time
- Discuss routes and locations
- Positional language

Reception

- Subitizing to 6
- Addition to 10
- Subtraction within 10
- Number bonds to 10
- 1 more, 1 less
- Estimating
- Counting to 20 and beyond
- Doubles
- Sequencing events
- Exploring pattern - odd and even numbers

	<ul style="list-style-type: none"> • Patterns in 100 square • 2D and 3D shapes , compose and decompose shapes • Coin recognition
Year 1	<ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 100 in numerals • Count in multiples of 2s, 5, 10s • Find 1 more and 1 less than a given number • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • Read and write numbers from 1-20 in numerals and words • Read, write and interpret mathematical statements involving addition, subtraction and equals signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract one-digit and two digit numbers to 20, including 0 • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity • Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity • Compare, describe and solve practical problems for: <ul style="list-style-type: none"> ➤ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ➤ mass/weight [for example, heavy/light, heavier than, lighter than] ➤ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ➤ time [for example, quicker, slower, earlier, later] • Measure and begin to record the following: <ul style="list-style-type: none"> ➤ lengths and heights ➤ mass/weight ➤ capacity and volume ➤ time (hours, minutes, seconds) • Recognise and know the value of different denominations of coins and notes • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

	<ul style="list-style-type: none"> • Recognise and use language relating to dates, including days of the week, weeks, months and years • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> ➤ 2-D shapes [for example, rectangles (including squares), circles and triangles] ➤ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] • Describe position, direction and movement, including whole, half, quarter and three-quarter turns
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Understanding the World

<p>Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; <p>People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
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<p>Nursery</p>	<ul style="list-style-type: none"> • Look at basic features in the school environment and make simple observations • Talk about routes and journeys as they are happening • Create simple maps based on shared experiences and personal experiences • Talk about their own families and their own personal histories • Learn about transport and they begin to explore concepts of old and new • Changing materials when cooking, building different structures, etc
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	<ul style="list-style-type: none"> • Observing the weather, plants, minibeasts • Comment on what they see and ask questions • Learn about their senses through hands on experiences • Healthy and unhealthy eating • Observe a range of animals and start to match animals to their young • Explore magnets, objects that float and sink, pushes and pulls • Exploring special celebrations
Reception	<ul style="list-style-type: none"> • Make simple maps of their home and school • Make observations • Learn about the seasons and the weather throughout the year • Look at contrasting locations and look for similarities and differences • Learn the concepts near and far, north and south • Become familiar with London landmarks • Look at similarities and differences between old and new objects, toys and games from the past • Materials: their properties and how materials can be changed • Observe and compare growth in plants and observe and discuss the weather and seasons • Keeping healthy and learn about keeping their minds and bodies healthy • Animals, lifecycles and habitats • Ways we can care for the environment • Learning about celebrations in different religions
Year 1	<ul style="list-style-type: none"> • Learn about North, South, East and West • Use maps and globes to locate countries and oceans • Learn about local geography • Create birds eye maps of the school • Begin to develop vocabulary associated with physical land features eg. mountain, sea, beach, season, weather; and human features eg. city, town, village • Compare and contrast a location with the UK, looking at the similarities and differences between them • Learn about significant people • Learn about the changes within living memory of local area • Begin to learn about significant events in history • Developing questioning skills, observational skills and performing simple tests to gather evidence • Materials: their properties, naming and classifying materials, comparing materials according to properties • Observe weather, plants and seasons over the year • Learn about different types of animals: mammals, fish, amphibians, reptiles and birds

	<ul style="list-style-type: none"> • Learn about the basic parts of the human body and the five senses • Learn about plants and their structure • Learning about different religious beliefs • Algorithms • Creating and debugging simple programs • Using technology for a range of purposes to create digital content • Recognise where technology is used and the purpose of this beyond school
<p>Key Geography History Science RE Computing</p>	

Expressive Arts and Design

Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Nursery

- Explore different tools for painting
- Primary colours
- Painting (with different tools, to music, creating patterns, observational patterns)
- Observational drawing
- Printing eg shapes
- Using tools for a purpose
- Woodwork
- 3D modelling and joining materials

	<ul style="list-style-type: none"> • Making choices about placement and purpose when building • Responding to music • Dancing and ring games • Sounds in the environment • Animal sounds • Using movement to express feelings • Adding music to stories • Learn nursery rhymes and songs • Learning songs for Christmas show
Reception	<ul style="list-style-type: none"> • Drawing (observational) • Collage (using a range of materials to create texture) • Mixing colour • Using different mediums eg charcoal, pastel • Painting (lines, patterns, in the style of a focus artist) • Clay sculpture • 3D modelling with moving parts • Beginning to think critically about design • Movement and colour to express feelings • Sounds of instruments • Learn nursery rhymes and songs • Learning songs for shows and class assembly
Year 1	<ul style="list-style-type: none"> • Drawing • Painting • Printing • Collage - using materials creatively • Sculpture • Digital media • Learn about a range of artists and their work • Beginning to design and make products based around a given brief • Select and use tools and materials that meet the requirements of the task • Beginning to evaluate ideas/products against a design and think how they can be improved eg. made stronger • 3D modelling with simple moving parts or mechanisms • Learn about healthy diets and where our food comes from • Preparing and cooking food related to class topic

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| | <ul style="list-style-type: none">• Music lessons - explore tuned and untuned instruments, experiment with creating and combining sounds• Learning songs for shows and class assemblies• Perform dances that combines simple movements |
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Key

Art

DT

Music

PE