

Communication and Language

Understand how to listen carefully and why listening is important

Given attention to the person speaking – eye contact.

Repeat back what has been said to them:
words – short phrases – short sentences – longer sentences

Learn new vocabulary

Give attention to the person speaking.

Repeat new vocabulary chorally.

Can say new vocabulary with a visual or oral prompt.

Use new vocabulary through the day.

Give attention to the person speaking.

Can use new vocabulary with a visual or oral prompt.

Can use new vocabulary in a guided group with an adult.

Ask questions to find out more and to check they understand what has been said to them.

Shows attention by looking at the person speaking.

Can repeat back an instruction/ statement to the person speaking.

Articulate their ideas and thoughts in well-formed sentences.

Can express ideas through phrases that can be understood using actions/ using props.

Can express ideas in short sentences with leading questions/ prompts from an adult.

Can speak in sentences that make sense and are understood by adults.

Connect one idea or action to another using a range of connectives.

Uses 'and' to connect ideas.

Uses 'and' and 'because' to connect ideas.

Uses: and, because, so,

Describe events in some detail.

Is aware of/ can remember being part of an event and where it was.

Can describe where the event took place and who else was there.

Can describe where the event took place and who else was there with some further detail (Eg. What they did, what they ate, what they played, what they saw)

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Can ask someone to help to solve a problem.

Talks to another person when solving a problem. Eg. How to build a model, draw a picture, junk model, solve a problem.

Explains how something works. Eg. The car went faster because I pushed it hard.

Explains why something has happened. Eg. The water ran down because...

Develop social phrases					
Use actions to be social: waving, pointing, gestures, smiling.		Repeat simple greeting: "good morning" in register.		Repeats simple phrases throughout the day: good morning, good afternoon, please can/ may...	
Independently use phrases without prompts.					
Engage in story times.					
Can look and listen to a class story – short story (eg. Dear Zoo, Tip, Tap Crab, Each Peach Pear Plum)	Can look and listen to a class story – slightly longer story (Eg. Very Hungry Caterpillar, Elmer)	Can look and listen to a class story – longer story with less pictures (Eg. Charlie Cook's Favourite Book, fairy tales, Grandpa	Can follow along with a shared story – knows where the story starts on the page, can turn the page in a story correctly	With guidance can follow along with a shared story and read words in line with phonological knowledge	Independently can follow along with a shared story and read words and sentences in line with phonological knowledge
Listen to and talk about stories to build familiarity and understanding.					
Can look and listen to a class story – short story. Can answer a simple question. Eg "what is in the box? What colour is Elmer?"		Join in with known-parts of the story and comment on something previously discussed. Eg. "The Giant is kind because he helped..."		Talk partner discussion about a class shared book with prompts and talk points given.	
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.					
Join in with choral repetition of word from the story. Eg. "is there room on the <u>broom</u> for a dog like me?"		Join in with choral repetition of phrases from the story. Eg. " <u>is there room on the broom for a dog like me?</u> "		Use story as inspiration in play using props. Eg " <u>is there room on the broom for a dinosaur like me?</u> "	
Use new vocabulary in different contexts.					
Repeat new vocabulary chorally.		Recall new vocabulary when revisiting the theme.		Use prompts to recall vocabulary. Eg. Puppets, pictures, role play.	
Listen carefully to rhymes and songs, paying attention to how they sound.					
Look at the person saying the rhyme.	Look at the person singing/ joining in with the song.	Knows that the rhyming part of the word is the end of the word.		Joins in with rhymes and songs in a group.	
Learn rhymes, poems and songs.					
Listens and joins in with rhymes chorally.		Listens and joins in with poems chorally.		Listens and joins in with songs chorally.	

Engage in non-fiction books.

Has opportunities to explore non-fiction through guided teaching and reading. Must be taught what non-fiction books look like.

Explores that photographs are generally in non-fiction books and link to real life.

Talk about the pictures in non-fiction books with an adult prompting discussion.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Non-fiction included in daily/ weekly reading opportunities. Teachers teach features of non-fiction.

Children ot have one-to-one time with an adult to develop familiarity with non-fiction books.

Encouraged to use new vocabulary in role play and continuous provision. Use prompts (images, masks, props) to help recall.

Personal, Social and Emotional Development

See themselves as a valuable individual.

Can identify when they are proud of themselves.	Can tell someone when they have done something kind with prompts.	Can tell someone when they have done something kind.
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Build constructive and respectful relationships.

Can play with a friend.	Listens and looks at a talk partner (child or adult).	Shows respect to others through actions (taking turns, waiting turn, not pushing or snatching) and in conversations (greetings, please/ thank you)
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Express their feelings and consider the feelings of others.

Can identify basic feelings of happy and sad in self.	Can identify basic feelings of happy and sad in characters in books, role play and other people.	Can identify more complex feelings of proud, angry, worried, excited, etc in self.	Can identify more complex feelings of proud, angry, worried, excited, etc in other characters, role play etc.
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Show resilience and perseverance in the face of challenge.

Can play a simple game led by an adult supporting taking turns and dealing with winning/ losing.	Completes a simple challenge with support from an adult (a jigsaw, puzzle etc)	Completes a simple challenge independently (a jigsaw, puzzle etc).
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Identify and moderate their own feelings socially and emotionally.

Identify feelings with support from an adult.	Regulates feelings with support of an adult and calms down in a reasonable amount of time.
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Think about the perspectives of others.

Through stories, identifies how characters are feeling and thinking led by the adult.	Through role play can take on a character and play a part from another's perspective.	Supported by an adult, can see a situation from a different person's view. Eg. When recounting an event/ upset about an event,
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Manage their own needs.

- Personal hygiene

Toileting – discuss toileting and how this is different to at home. Introduce privacy: door closed, wiping, handwashing.

Hand washing: teach how to do this for 20 seconds with soap. Sing handwashing song.

Nose blowing, sneezing coughing: teach how to blow nose into a tissue and then wash hands or use hand sanitizer after. Coughing into elbow or hand washing after,

Know and talk about the different factors that support their overall health and wellbeing:

regular physical activity

- Circle time
- Science theme healthy living
- breaktimes and lunchtimes daily
- PE sessions weekly
- Gross motor skill provision planned daily.

healthy eating

- Circle times throughout the year and daily ordering of lunch and morning snack.
- Healthy Eating topics in Autumn and revisit in Spring through Science focus.

toothbrushing

Big Brush Club: daily toothbrushing after lunch break

sensible amounts of 'screen time'

Circle time throughout the year.

having a good sleep routine

Circle time and discussions throughout the year and through stories.

being a safe pedestrian

Revisit throughout the year – library visit
Autumn term: walk to church and chapel
Spring term: trip out of school
Summer: trips pit of school, local walks.

Physical Development

- Revise and refine the fundamental movement skills they have already acquired:

- rolling
- crawling
- walking
- jumping
- running
- hopping
- skipping
- climbing

Opportunities provided: weekly dedicated PE sessions and FunFit.

Continuous provision: gross and fine motor skills planned weekly, climbing frame in outdoor area, digging, carrying buckets, sweeping, rolling tires, trikes and bikes, throwing, dancing, crawling, yoga, marching, skipping etc.

Progress towards a more fluent style of moving, with developing control and grace.

Sitting – using core to hold body up to sit with good posture.

Slow movements: walking, gliding, marching.

Balance: yoga, standing on one leg, moving to music in time and with graceful movements.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Opportunities provided: weekly dedicated PE sessions and FunFit, weekly music sessions.

Continuous provision: gross and fine motor skills planned weekly, climbing frame in outdoor area, digging, carrying buckets, sweeping, rolling tires, trikes and bikes, throwing, dancing, crawling, yoga, marching, skipping, challenge courses in outdoor area, etc.

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Play doh – builds strength in hands: squishing, rolling, using knives and forks etc	Tweezers – start with pom poms and move onto smaller objects.	Painting: use sponges, shaving brushes moving onto finer. Use cotton buds for dots.	Scissors: sprung scissors, four-holed fingers, start with snipping moving onto straight-edged shapes before more complex curves.	Fine motor skills in CP daily: hole punching, elastic bands, threading beads, nuts and bolts, placing objects on lines, cotton buds, wrapping yarn	From day one – got to dinner with the children and teach them to use knives and forks to eat. Overhand help.
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Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Use of a wobble cushion to assist.

Yoga, climbing, funfit to develop core.
'Give me five' initially to help sit.

Combine different movements with ease and fluency

Develop core movements: walking, running, crawling.

Challenge courses
Dance opportunities
PE sessions

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Opportunities provided: weekly dedicated PE sessions and FunFit, weekly music sessions.

Continuous provision: gross and fine motor skills planned weekly, climbing frame in outdoor area, digging, carrying buckets, sweeping, rolling tires, trikes and bikes, throwing, dancing, crawling, yoga, marching, skipping, challenge courses in outdoor area, etc.

Develop overall body-strength, balance, co-ordination and agility.

Opportunities provided: weekly dedicated PE sessions and FunFit, weekly music sessions.

Continuous provision: gross and fine motor skills planned weekly, climbing frame in outdoor area, digging, carrying buckets, sweeping, rolling tires, trikes and bikes, throwing, dancing, crawling, yoga, marching, skipping, challenge courses in outdoor area, etc.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Rolling in directed direction.	Target games: beanbags, balls, hoop targets, throwing high over climbing frame.	Rolling games with a partner.	Controlling a ball around a cone.
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Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Rolling in directed direction.	Target games: balls to throw and kick, hoop targets, throwing high over climbing frame.	Rolling games with a partner.	Controlling a ball around a cone with feet.
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Develop the foundations of a handwriting style which is fast, accurate and efficient

Strength in hands: play doh (rolling, squishing, squeezing etc). fine motor skills development in continuous provision.	Pencil grip: model this, observe this and have pencil grips on pencils for those who need help with tripod grip.	Teach handwriting with phonics – rhymes for each letter, daily practise, intervention.
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Further develop the skills they need to manage the school day successfully:

- lining up and queuing
- mealtimes

Lining up and queueing: -daily reinforcement, -lining up song,	Mealtimes: -adults support in hall until necessary,
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