

Maths

1. Count objects, actions, and sounds.
2. Count beyond ten.
3. Can subitise to 3.
4. Can order numerals and match quantities 0-10
5. Can count 5 items out of a group of 10
6. Link the number symbol (numeral) with its cardinal number value.
7. Compare numbers.
8. Understand the 'one more than/one less than' relationship between consecutive numbers.
9. Explore the composition of numbers to 5.
10. Can record addition using marks that they can explain
11. Can record subtraction using marks that they can explain.
12. Understand the construction of a number sentence for addition.
13. Understand the construction of a number sentence for subtraction
14. Understand the concepts of doubling, halving, odd and even numbers.
15. Automatically recall number bonds for numbers 0-5.
16. Name 2d and 3d shapes and some of their properties.
17. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
18. Recognises 2d and 3d shapes in the real world.
19. Sort objects by their own criteria
20. Continue, copy and create repeating patterns.
21. Notices and corrects an error in a repeating pattern
22. Use positional language.
23. Understands positional language.
24. Compare length, weight and capacity, using the appropriate language linked to these.

ELG 11 Number:

- a. Have a deep understanding of number to 10, including the composition of each number.
- b. Subitise (recognise quantities without counting) up to 5.
- c. 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.

ELG 12 Numerical Patterns:

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

Expressive Art and Design

1. Return to and build on their previous learning, refining ideas and developing their ability to represent them.
2. Develop their own ideas and then decide which materials to use to express them.
3. Develops their own ideas through experimentation with diverse materials, e.g., light, projected image, loose parts, watercolours, powder paint to express and communicate their discoveries and understanding.
4. Create collaboratively sharing ideas, resources, and skills.
5. Use and refine a variety of artistic effects, e.g., marbling, bubble painting, watercolour, clay sculptures.
6. Express their ideas and feelings through a variety of media, e.g., clay, foam, sand, paint, technology.
7. Can tell an adult which colours can be made when two colours are mixed.
8. Uses tools for appropriate tasks independently.
9. Sings a collection of songs, e.g., Nursery rhymes, pop songs.
10. Begins to build a collection of songs and dances.
11. Expands music knowledge through use of Charanga.
12. Watch and talk about dance and performance art, expressing their feelings and responses.
13. Sing in a group or on their own following the melody.
14. Taps out simple repeated rhythms using hands or percussion instruments.
15. Develops an understanding of how to create and use sounds intentionally.
16. Listens attentively, moves to music, expressing their feelings and responses.
17. Listens attentively, talks about music, expressing their feelings and responses.
18. Develop storylines in their pretend play using imagination and props.
19. Make imaginative and complex small world with blocks and construction kits, e.g., a city with different buildings and a park.

ELG 16 Creating with Materials:

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

ELG 17 Being Imaginative and Expressive:

- a. 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.

Literacy

1. Knows that information can be retrieved from books and computers.
2. Can name at least 3 authors.
3. Knows the key parts of a book including the authors and illustrators' roles, and title of the story.
4. Reads an increasing range of print and books- both fiction, non-fiction and poems.
5. Can recall and discuss stories or information that has been read to them or have read to themselves.
6. Talks about events and principal characters in stories and suggests how the story might end.
7. Describes main story settings, events, and principal characters in increasing detail.
8. Can sequence a simple story.
9. Re-enacts and reinvents stories they have heard in their play.
10. Reads a few common exception words matched to RML.
11. Reads RML set one sounds
12. Can clap syllables in a word
13. Recognise words with the same initial sound.
14. Write words phonetically.
15. Can spell simple CVC words.
16. Can write ten RML sounds, forming them correctly.
17. Can independently write their full name.
18. Form most lowercase letters correctly.

ELG 8 Comprehension:

- a. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- b. 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.

ELG 9 Word Reading:

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

ELG 10 Writing:

- a. Write recognisable letters, most of which are correctly formed.
- b. Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- c. Write simple phrases and sentences that can be read by others.



Understanding the World

1. Comment on images of familiar situations in the past, e.g. looks at and identifies themselves as a baby.
2. Compare and contrast past and present, e.g. Local area.
3. Understand that some places are special to members of their community.
4. Recognise that people have different beliefs and celebrate special times in different ways.
5. Recognise some similarities and differences between life in this country and life in other countries.
6. Draw information from a simple map.
7. Understand and explain the effect of seasonal changes.
8. Understand the key features of the life cycle of a plant and an animal.
9. Understand the need to respect and care for the natural environment and all living things.
10. Knows that other children do not always enjoy the same things and is sensitive to this.
11. Talk about why things happen and how things work.
12. Comments and asks questions about aspects of their familiar world, e.g. the place where they live or the natural world.
13. Talks about the features of their own immediate environment and how environments might vary from one to another.
14. Develop digital literacy skills by being able to access, understand and interact with a range of technologies.
15. Can use the internet with adult supervision to find and retrieve information of interest to them.
16. Understands the rules of using technology safely (internet safety).
17. Can create content such as video recording stories and/or draw a picture on screen.

ELG 13 Past and Present:

- a. Talk about the lives of the people around them and their roles in society.
- b. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- c. Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG 14 People, Culture and Communities:

- a. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- b. 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.
- c. 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.

ELG 15 The Natural World:

- a. Explore the natural world around them, making observations and drawing pictures of animals and plants.
- b. 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.
- c. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



PSED

- Find solutions to conflicts and rivalries using the High Five scheme.
- Able to follow and explain the school motto.
- Can contribute to developing class rules and have a good understanding of them.
- Understands that their needs cannot be immediately met and uses coping strategies.
- Willing to try new experiences and ask for help if needed.
- Having a “can do” attitude when completing self-care routines.
- Inviting other children/adults into their play experiences.
- Is sensitive to other’s messages of appreciation or criticism.
- Seeks out others to share experiences with.
- Develops particular friendships with other children which help them to understand different points of view and to challenge their own and others thinking.

ELG 1 Self-Regulation:

- 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.

ELG 2 Managing Self:

- 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.

ELG3 Building Relationships:

- 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.



Reception

Communication and Language

- Listen and build familiarity and understanding of a variety of non-fiction books (including fairy tale)
- Asks key questions during story time (either whole class or small group time).
- Listen and ask questions about non-fiction books.
- Learn simple poems paying attention to how they sound.
- Can retell and sequence a story, using their own words.
- Can articulate ideas and thoughts in well-formed sentences using a range of connectives.
- Asks questions to find out more and to check they understand what has been said to them.
- Use new vocabulary throughout the day.
- Describe events in detail.
- Use social phrases.
- Can use the correct tense and plural most of the time (ran rather than runned)
- Use ‘who’, ‘what’ and ‘where’ questions.

ELG 4 Listening, Attention & Understanding:

- 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.

ELG 5 Speaking:

- 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.

Physical development

- Can adapt their movements to reduce risk e.g., changing direction when running to avoid obstacles.
- Moves in a variety of ways, moving freely changes body shape and position e.g., jumping, skipping, and hopping.
- Travels with confidence and skill around, under over and through, balancing and climbing equipment.
- Can use equipment safely.
- Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.
- Describe the effects of physical activity on their bodies i.e., saying ‘I’ve ran around and I’m out of breath’
- Explain why we need to eat a range of healthy foods.
- Can make controlled movements holding a pencil in tripod grasp.
- Can use scissors to create controlled cuts in paper.

ELG 6 Gross Motor:

- Negotiates space and obstacles safely with consideration for themselves and others.
- Demonstrates strength, balance and coordination when playing.
- Moves energetically such as running, jumping, dancing, hopping, skipping, and climbing.

ELG 7 Fine Motor:

- 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
- Beginning to show accuracy and care when drawing.