

## Communication and Language.

Nursery (Development Matters – Two Year Old Objectives)	Pre-School (Development Matters Three and Four-Year Olds)	Reception (Development Matters)	End of EYFS (Early Learning Goals)	Year 1 Expectations (National Curriculum)
<ul style="list-style-type: none"> <li>Understand simple instructions like “give to nanny” or “stop”.</li> <li>Recognise and point to objects if asked about them.</li> <li>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>Listen to other people’s talk with interest, but can easily be distracted by other things.</li> <li>Make themselves understood, and can become frustrated when they cannot.</li> <li>Start to say how they are feeling, using words as well as actions.</li> <li>Start to develop conversation, often jumping from topic to topic.</li> <li>Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</li> <li>Use the speech sounds p, b, m, w.</li> <li>Pronounce: - /r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as ‘banana’ and ‘computer’</li> <li>Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>Identify familiar objects and properties for practitioners when they are described.</li> <li>For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time, which can be difficult.</li> <li>Use a wider range of vocabulary.</li> <li>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>Develop their pronunciation but may have problems saying: one sounds: r, j, th, ch and sh multi-syllabic words such as ‘pterodactyl’, ‘dinatarium’ or ‘hippopotamus’</li> <li>use longer sentences of four to six words.</li> <li>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connections.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Engage in stroytimes.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep</li> </ul>	<p><u>Listening, Attention and Understanding.</u></p> <ul style="list-style-type: none"> <li>Listen attentively to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hole conversations when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><u>Speaking.</u></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To understand and use conventions for discussion and debate.</li> <li>To develop a capacity to explain their understanding of books and other reading, an to prepare their ideas before they write.</li> <li>To be able to adopt, create and sustain a range of roles, responding appropriately to others in role.</li> <li>To listen and respond appropriately to adults and their peers.</li> <li>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>To ask relevant questions to extend their understanding and knowledge.</li> </ul>



<ul style="list-style-type: none"> <li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> </ul>	<ul style="list-style-type: none"> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver".</li> </ul>	<p>familiarity with new knowledge and vocabulary.</p>		<ul style="list-style-type: none"> <li>• To use relevant strategies to build their vocabulary.</li> <li>• To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> </ul>
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## Physical Development.

Nursery (Development Matters – Two Year Old Objectives)	Pre-School (Development Matters Three and Four-Year Olds)	Reception (Development Matters)	End of EYFS (Early Learning Goals)	Year 1 Expectations (National Curriculum)
<ul style="list-style-type: none"> <li>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>Clap and stamp to music.</li> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>Enjoy starting to kick, throw and catch balls.</li> <li>Build independently with a range of appropriate resources.</li> <li>Begin to walk independently – choosing appropriate props to support at first.</li> <li>Walk, run, jump and climb – and start to use the stairs independently.</li> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>Start eating independently and learning how to use a knife and fork.</li> <li>Develop manipulation and control.</li> <li>Explore different materials and tools.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>rolling</li> <li>crawling</li> <li>walking</li> <li>jumping</li> <li>running</li> <li>hopping</li> <li>skipping</li> <li>climbing</li> </ul> </li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>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.</li> <li>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.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<p><u>Gross Motor Skills.</u></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><u>Fine Motor Skills.</u></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> <li>Pupils should be taught to: <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Participate in team games, developing simple</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> </li> </ul>		<p>tactics for attacking and defending.</p> <ul style="list-style-type: none"> <li>- Perform dances using simple movement patterns.</li> <li>• Pupil should be taught: <ul style="list-style-type: none"> <li>- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> </ul> </li> <li>• Pupils should be taught to: Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</li> </ul>
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## Personal, Social and Emotional Development.

Nursery (Development Matters – Two Year Old Objectives)	Pre-School (Development Matters Three and Four-Year Olds)	Reception (Development Matters)	End of EYFS (Early Learning Goals)	Year 1 Expectations (SCARF Learning Intentions)
<ul style="list-style-type: none"> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>Feel strong enough to express a range of emotions.</li> <li>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</li> <li>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>Develop friendships with other children.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</li> <li>Learn to use the toilet with help, and then independently.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed.</li> <li>This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet,</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> <li>- Personal hygiene</li> <li>Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of ‘screen time’</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>	<p><u>Self-Regulation.</u></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> <p><u>Managing Self.</u></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><u>Building Relationships.</u></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others’ needs.</li> </ul>	<ul style="list-style-type: none"> <li>Describe different feelings and how they can make our bodies feel.</li> <li>To know some strategies of dealing with ‘not so good’ behaviour.</li> <li>To understand how our actions can hurt the feelings of others.</li> <li>To recognise qualities in family and friends.</li> <li>To know which special people keep us safe and how.</li> <li>To know the key differences between teasing, being unkind and bullying.</li> <li>To recognise that everyone is different and have different thoughts and ideas.</li> <li>To celebrate and begin to show empathy for those who are different.</li> <li>To identify those who are special to them (and their special qualities).</li> <li>To identify ways in which we can show kindness towards</li> </ul>



	<p>washing and drying their hands thoroughly.</p> <ul style="list-style-type: none"> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>			<p>others and how that makes them feel.</p> <ul style="list-style-type: none"> <li>• To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.</li> <li>• To recognise emotions and physical feelings associated with feeling unsafe.</li> <li>• To learn the PANTS rule and which parts of my body are private.</li> <li>• To understand that medicines can sometimes make people feel better when they're ill.</li> <li>• To talk about safety and responsibility around medicines.</li> <li>• To identify ways of taking care of their health.</li> <li>• To identify how others take care of their environment.</li> <li>• To take care of something or someone else.</li> <li>• To talk about the importance of looking after money.</li> <li>• To learn what to do when someone is injured.</li> </ul>
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				<ul style="list-style-type: none"> <li>• To recognise how a healthy variety of food can make us feel great.</li> <li>• Recognise that learning a new skill requires practice and the opportunity to fail, safely.</li> <li>• To identify strategies to resolve conflict.</li> <li>• To give and receive praise.</li> <li>• To think of what babies need to stay happy and healthy.</li> <li>• To identify the changes they have made since they were a baby.</li> <li>• To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.</li> <li>• To identify some internal organs and systems and those body parts which are private.</li> <li>• To identify the trusted people they can talk to if they are worried about their private parts.</li> </ul>
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## Literacy.

Nursery (Development Matters – Two Year Old Objectives)	Pre-School (Development Matters Three and Four-Year Olds)	Reception (Development Matters)	End of EYFS (Early Learning Goals)	Year 1 Expectations (National Curriculum)
<ul style="list-style-type: none"> <li>Enjoy songs and rhymes, tuning in and paying attention.</li> <li>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>Say some of the words in songs and rhymes.</li> <li>Copy finger movements and other gestures.</li> <li>Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>Enjoy sharing books with an adult.</li> <li>Pay attention and respond to the pictures or the words.</li> <li>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>Repeat words and phrases from familiar stories.</li> <li>Ask questions about the book. Makes comments and shares their own ideas.</li> <li>Develop play around favourite stories using props.</li> <li>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>Enjoy drawing freely.</li> <li>Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</li> <li>Make marks on their picture to stand for their name.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> <li>Develop their phonological awareness, so that they can:                             <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school’s phonic programme.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	<p><u>Comprehension.</u></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><u>Word Reading.</u></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><u>Writing.</u></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>read other words of more than one syllable that contain taught GPCs.</li> </ul>



				<ul style="list-style-type: none"> <li>• read words with contractions [for example, I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)]</li> <li>• 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.</li> <li>• read these books to build up their fluency and confidence in word reading.</li> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>- being encouraged to link what they read or hear to their own experiences.</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>- recognising and joining in with predictable phrases.</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>- discussing word meanings, linking new meanings to those already known.</li> <li>• understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>- checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>- discussing the significance of the title and events.</li> <li>- making inferences on the basis of what is being said and done.</li> <li>- predicting what might happen on the basis of what has been read so far.</li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>- explain clearly their understanding of what is read to them.</li> <li>● Spell: <ul style="list-style-type: none"> <li>- words containing each of the 40+ phonemes already taught</li> <li>- common exception words.</li> <li>- the days of the week.</li> <li>- name the letters of the alphabet.</li> <li>- naming the letters of the alphabet in order.</li> <li>- using letter names to distinguish between alternative spellings of the same sound.</li> </ul> </li> <li>● add prefixes and suffixes: <ul style="list-style-type: none"> <li>- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>- using the prefix un–using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</li> <li>- apply simple spelling rules and guidance, as listed in English appendix 1.</li> </ul> </li> <li>● write from memory simple sentences dictated by the teacher that include</li> </ul>
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				<p>words using the GPCs and common exception words taught so far.</p> <ul style="list-style-type: none"> <li>● Composition – write sentences by: <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about.</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives.</li> <li>- re-reading what they have written to check that it makes sense.</li> <li>- discuss what they have written with the teacher or other pupils.</li> <li>- read their writing aloud, clearly enough to be heard by their peers and the teacher.</li> </ul> </li> <li>● Vocabulary: <ul style="list-style-type: none"> <li>- develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> <li>- leaving spaces between words.</li> <li>- joining words and joining clauses using 'and'.</li> <li>- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>- using a capital letter for names of people, places,</li> </ul> </li> </ul> </li> </ul>
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				<p>the days of the week, and the personal pronoun 'I'.</p> <ul style="list-style-type: none"> <li>- learning the grammar for year 1 in English appendix 2.</li> <li>- use the grammatical terminology in English appendix 2 in discussing their writing.</li> </ul> <ul style="list-style-type: none"> <li>● Pupils should be taught to: <ul style="list-style-type: none"> <li>- sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>- begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>- form capital letters.</li> <li>- form digits 0-9.</li> <li>- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.</li> </ul> </li> </ul>
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## Mathematics.

Nursery (Development Matters – Two Year Old Objectives)	Pre-School (Development Matters Three and Four-Year Olds)	Reception (Development Matters)	End of EYFS (Early Learning Goals)	Year 1 Expectations (National Curriculum)
<ul style="list-style-type: none"> <li>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> <li>Take part in finger rhymes with numbers.</li> <li>React to changes of amount in a group of up to three items.</li> <li>Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>Climb and squeeze themselves into different types of spaces.</li> <li>Build with a range of resources.</li> <li>Complete inset puzzles.</li> <li>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>Notice patterns and arrange things in patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Count beyond ten.</li> <li>Compare numbers.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>Continue, copy and create repeating patterns.</li> <li>Compare length, weight and capacity.</li> </ul>	<p><u>Number.</u></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul> <p><u>Numerical Patterns.</u></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</li> <li>Read and write numbers from 1 to 20 in numerals and words.</li> <li>Given a number, identify one more and one less.</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: <ul style="list-style-type: none"> <li>- equal to, more than, less than (fewer), most, least.</li> </ul> </li> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>Represent and use number bonds and</li> </ul>



	<ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</li> </ul>			<p>related subtraction facts within 20.</p> <ul style="list-style-type: none"> <li>• Add and subtract one- digit and two- digit numbers to 20, including zero.</li> <li>• Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> <li>- 2-D shapes [for example, rectangles (including squares), circles and triangles].</li> <li>- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul> </li> <li>• Describe position, direction and movement, including whole, half, quarter and three- quarter turns.</li> <li>• Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>- mass/weight [for example, heavy/light, heavier than, lighter than].</li> <li>- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>- time [for example, quicker, slower, earlier, later]</li> </ul> </li> </ul>
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## Understanding the World.

Nursery (Development Matters – Two Year Old Objectives)	Pre-School (Development Matters Three and Four-Year Olds)	Reception (Development Matters)	End of EYFS (Early Learning Goals)	Year 1 Expectations (National Curriculum)
<ul style="list-style-type: none"> <li>Repeat actions that have an effect.</li> <li>Explore materials with different properties.</li> <li>Explore natural materials, indoors and outside.</li> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Explore and talk about different forces they can feel.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>	<p><u>Past and Present.</u></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><u>People, Cultures and Communities.</u></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul> <p><u>The National World.</u></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	<p><b>Geography.</b></p> <ul style="list-style-type: none"> <li>Name and locate the four countries and four capital cities of the United Kingdom.</li> <li>Understand geographical similarities and differences between human and physical geography in a local area.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>To use simple maps and globes.</li> <li>To use simple compass directions (north, south, east and west).</li> <li>To use locational and directional language (left, right, near and far).</li> <li>Describe location and features of a local map.</li> <li>To use simple field skills and observation</li> <li>To devise simple maps that mark human and physical features.</li> </ul>



			<ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Geographical vocabulary: Physical features – beach, forest, hill, sea, season, weather, vegetation. Human geographical features – city, town, village, factory, farm, house, shop.</li> </ul> <p><b>History.</b></p> <ul style="list-style-type: none"> <li>• Learn about a significant event that is prior to their life.</li> <li>• Learn about an event beyond living memory (national level).</li> <li>• Changes within living memory.</li> <li>• To learn about the lives about significant individuals (nationally)</li> <li>• Understand historical events, people and places in their own locality.</li> </ul> <p><b>Science.</b></p> <ul style="list-style-type: none"> <li>• Identify and name common animals including fish, amphibians, birds, mammals, reptiles (shark, frog etc).</li> <li>• Name common animals that are carnivores, omnivores and herbivores.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Name, draw and label basic parts of the human body.</li> <li>• What part is attributed to what sense e.g. nose is for smell.</li> <li>• Describe and compare the structure of common animals e.g. reptiles don't have wings, birds have beaks.</li> <li>• Describe the basic structure of a common flowering plant- stem, flower, leaf, root, branch.</li> <li>• Identify and name common plants such as evergreen trees.</li> <li>• Being able to tell the difference between an object and a material e.g. saucepan is metal.</li> <li>• Name everyday materials- wood, metal, glass, paper, rock, plastic.</li> <li>• Describe simple characteristics of materials.</li> <li>• Group materials by their</li> <li>• properties.</li> <li>• Identify what happens in each of the seasons.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Observing weather and how it changes.</li> </ul> <p><b>Computing.</b></p> <ul style="list-style-type: none"> <li>• To recognise common uses of information technology beyond school.</li> <li>• To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> <li>• Select a digital device to fulfil a task.</li> <li>• Save and open files.</li> <li>• Combine media with support to present information. E.g. text and picture.</li> <li>• To understand what algorithms are and how they are implemented as programs on digital devices To create and debug simple programs.</li> <li>• To start to use some logical reasoning to</li> <li>• predict behaviour of simple programs</li> </ul>
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				<ul style="list-style-type: none"><li>• Understand that many devices have computers in.</li><li>• Be able to describe what a computer is.</li></ul>
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## Expressive Arts and Design.

Nursery (Development Matters – Two Year Old Objectives)	Pre-School (Development Matters Three and Four-Year Olds)	Reception (Development Matters)	End of EYFS (Early Learning Goals)	Year 1 Expectations (National Curriculum)
<ul style="list-style-type: none"> <li>Join in with songs and rhymes, making some sounds.</li> <li>Make rhythmical and repetitive sounds.</li> <li>Explore a range of sound-makers and instruments and play them in different ways.</li> <li>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>Start to make marks intentionally.</li> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.</li> <li>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.</li> <li>Explore different materials, using all their senses to investigate them.</li> <li>Manipulate and play with different materials.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour-mixing.</li> <li>Listen with increased attention to sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p><u>Creating with Materials.</u></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><u>Being Imaginative and Expressive.</u></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>Music.</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to: <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>play tuned and untuned instruments musically.</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>experiment with, create, select and combine sounds using the related dimensions of music.</li> </ul> </li> </ul> <p><b>Art.</b></p> <ul style="list-style-type: none"> <li>To observe patterns.</li> <li>To observe and draw anatomy (faces, limbs).</li> <li>Explore techniques such as lightening and darkening paint.</li> <li>Name the primary colours and start to mix a range of secondary colours moving towards predicting resulting colours (colour wheel).</li> </ul>



	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>			<ul style="list-style-type: none"> <li>• Begin to show control over the types of marks made.</li> <li>• Paint on different surfaces with a range of media.</li> <li>• To use sculpture to develop ideas, experiences and imagination.</li> <li>• To use tools to add details such as line, pattern and texture.</li> <li>• To work individually, in pairs, small groups or as a whole class.</li> <li>• To explore stories imaginatively through drama.</li> <li>• To become increasingly aware of the audience and act out stories using voice, movement, gesture and basic sound effects.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>
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