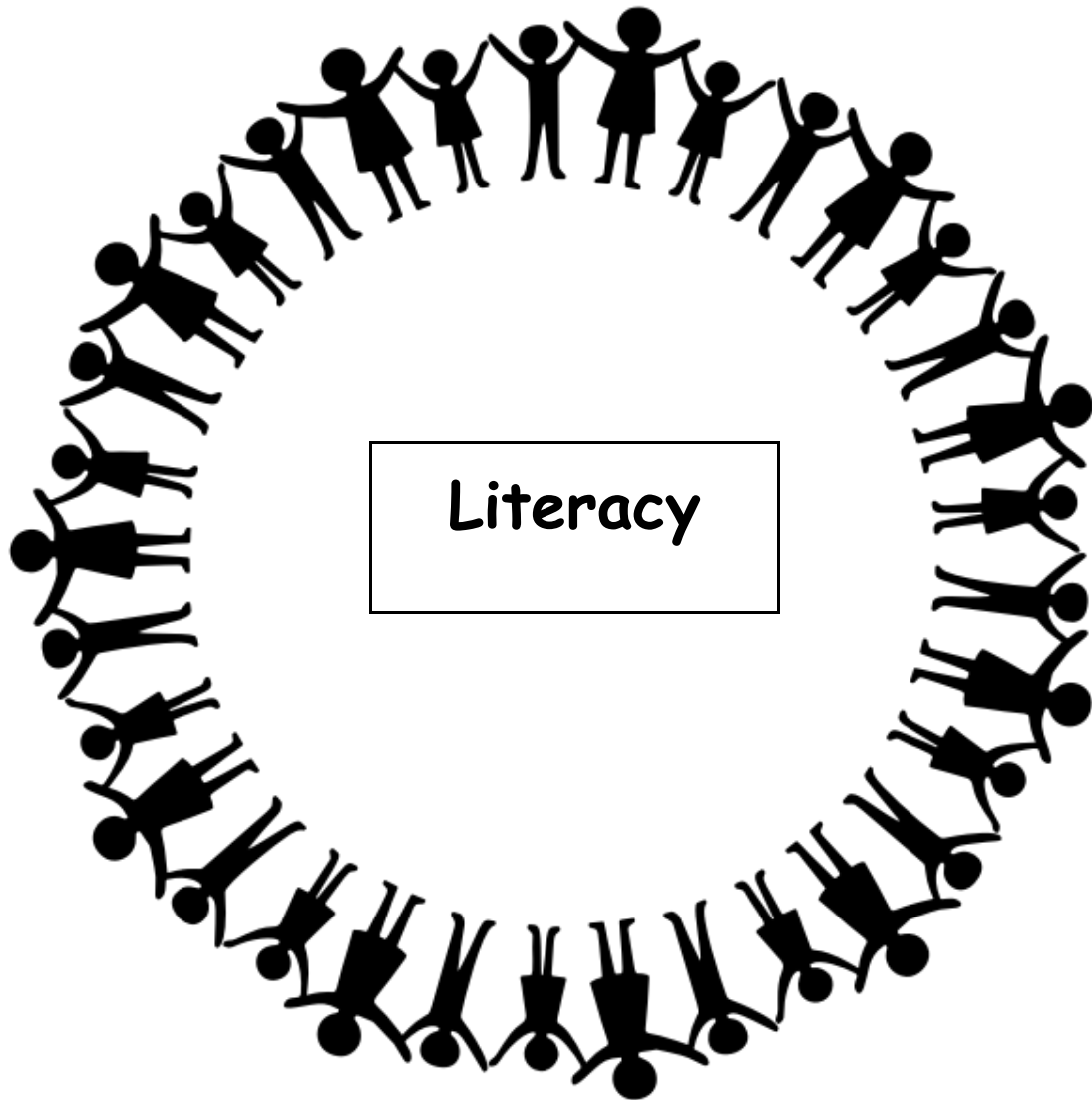




Reception

Progression Map

Written by Amber Bailey and Lucy Carter



Literacy

Phonics/Word Reading

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
August - October (5 weeks)	Oct-December (9 weeks)	Jan – Feb (6 weeks)	Feb – March (5 weeks)	April – May (6 weeks)	June – July (6 weeks)
<p>I can alliterate a word.</p> <p>I can orally blend and segment.</p> <p>I know all graphemes for phase 2 (s a t p i n m, d g o c, ck, e, u, r, h, b, f l, ff, ll, ss)</p> <p>I can segment and blend words with these CPG's.</p> <p>I Know tricky words, l, the, go to, no, into, a.</p>	<p>I know all the Phase 2 graphemes (j v x w y z zz qu ch sh th ng)</p> <p>I know what a digraph is.</p> <p>I can segment and blend words with these CPG's.</p> <p>I know that a tricky word cannot be sounded out.</p> <p>I know tricky words he she we me be you all are her was they and me.</p>	<p>I know the Phase 3 graphemes (ai, ee, igh, oa, oo(moon), oo (book), ar, or ur, ow, oi)</p> <p>I know what trigraph is.</p> <p>I can segment words with this CPG's.</p> <p>I know the tricky words (so, do, come, some, one).</p>	<p>I know the graphemes (ear, air, ure, er)</p> <p>I know what a trigraph is.</p> <p>I can segment and blend a word with these CPGS.</p> <p>I know the tricky words (what, when, said, like)</p>	<p>I can read phase 4 graphemes (sp, dr, fl, br, bl, st(stop), st (lost), tr, gr, ft, cr pr, sc fr, sl).</p> <p>I can read words using these phase 4 graphemes E.g CVCC CCVC CCVCC CCCVC CCCVCC.</p> <p>I know the tricky words (little, were, there, have, out)</p>	<p>I can read phase 4 graphemes (tw, sw, xt, nt, lt, mp, nk, nd, cl, nch, sm, lk, sk, lf, sn).</p> <p>I can read words using these phase 4 graphemes E.g CVCC CCVC CCVCC CCCVC CCCVCC.</p> <p>I know all tricky words taught so far (review).</p> <p>I know all CPG's taught so far and can use them to read and write words.</p> <p>I can read a book that is consistent with my</p>

<p>I can read a book that is consistent with my phonic and tricky word knowledge.</p>	<p>I can read a book that is consistent with my phonic and tricky word knowledge.</p>	<p>I can read a book that is consistent with my phonic and tricky word knowledge.</p>	<p>I can read a book that is consistent with my phonic and tricky word knowledge.</p>	<p>I can read a book that is consistent with my phonic and tricky word knowledge.</p>	<p>phonic and tricky word knowledge.</p>
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Reading Comprehension

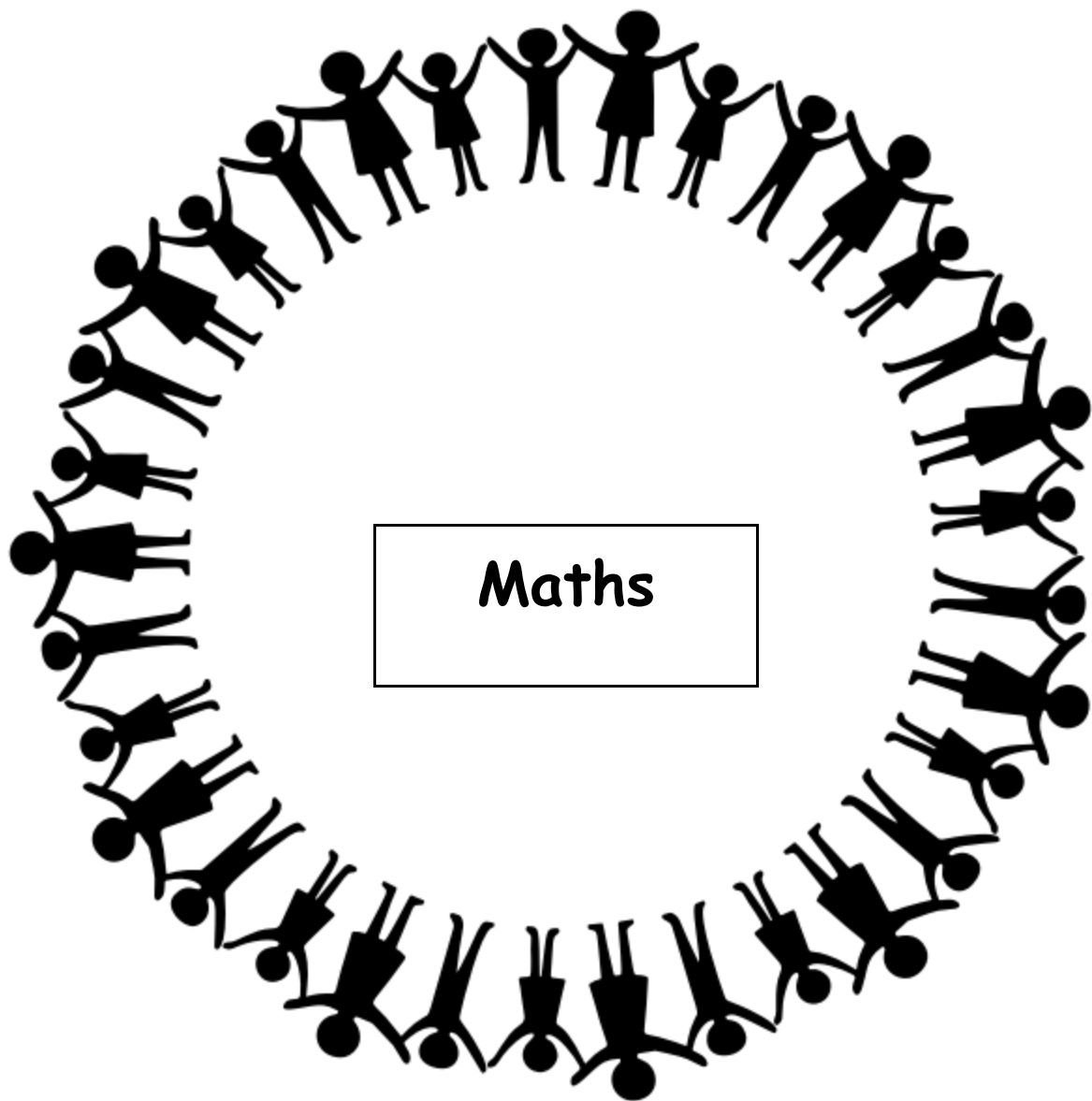
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>August - October (5 weeks)</i>	<i>Oct-December (9 weeks)</i>	<i>Jan – Feb (6 weeks)</i>	<i>Feb – March (5 weeks)</i>	<i>April – May (6 weeks)</i>	<i>June – July (6 weeks)</i>
<p>I can recognise my own first name.</p> <p>I can ask and answer questions to show my understanding using vocabulary from the text.</p> <p>I can understand the concepts of print. E.g., I know which way round to hold a book.</p> <p>I can join in with different rhymes and repetitive stories read by my teacher.</p>	<p>I can read my own first name.</p> <p>I can ask and answer questions to show my understanding using vocabulary from the text.</p> <p>I can understand the concepts of print. E.g., I know which way round to hold a book.</p> <p>I can join in with different rhymes and repetitive stories read by my teacher.</p>	<p>I can recognize my first and last name.</p> <p>I can ask and answer questions to show my understanding using vocabulary from the text.</p> <p>I can use my comprehension strategies to help me understand a text.</p> <p>I can join in with different rhymes and repetitive stories read by my teacher.</p>	<p>I can read my first and last name.</p> <p>I can ask and answer questions to show my understanding using vocabulary from the text.</p> <p>I can use my comprehension strategies to help me understand a text.</p> <p>I can join in with different rhymes and repetitive stories read by my teacher.</p> <p>I can use a story map to help me retell a story</p>	<p>I can ask and answer questions to show my understanding using vocabulary from the text.</p> <p>I can use my comprehension strategies to help me understand a text.</p> <p>I can join in with different rhymes and repetitive stories read by my teacher.</p>	<p>I can ask and answer questions to show my understanding using vocabulary from the text.</p> <p>I can use my comprehension strategies to help me understand a text.</p> <p>I can join in with different rhymes and repetitive stories read by my teacher.</p>

<p>I can use a story map to help me retell a story using taught vocabulary from a text.</p> <p>I know that reading comprehension strategies help me to understand what I have read.</p>	<p>I can use a story map to help me retell a story using taught vocabulary from a text.</p> <p>I know that reading comprehension strategies help me to understand what I have read.</p>	<p>I can use a story map to help me retell a story using taught vocabulary from a text.</p> <p>I can use some comprehension strategies when I am being read to. For e.g., predicting using pictures from the front cover.</p>	<p>using taught vocabulary from a text.</p> <p>I can share my opinions about a book I have read stating if I like or dislike it and why.</p>	<p>I can use a story map to help me retell a story using taught vocabulary from a text.</p> <p>I can share my opinions about a book I have read stating if I like or dislike it and why.</p>	<p>I can use a story map to help me retell a story using taught vocabulary from a text.</p> <p>I can share my opinions about a book I have read stating if I like or dislike it and why.</p>
<p>Writing</p>					
<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>

<i>August - October (5 weeks)</i>	<i>Oct-December (9 weeks)</i>	<i>Jan – Feb (6 weeks)</i>	<i>Feb – March (5 weeks)</i>	<i>April – May (6 weeks)</i>	<i>June – July (6 weeks)</i>
I can use modified tripod grip to hold a writing tool.	I can use modified tripod grip to hold a writing tool.	I can use a tripod grip to hold a writing tool.	I can use a tripod grip to hold a writing tool.	I can use a tripod grip to hold a writing tool.	I can use a tripod grip to hold a writing tool.
I can write some letters in my first name by copying.	I can write some letters in my first name by copying.	I can write all letters in my first name from memory.	I can write all letters in my first and second name by copying.	I can write all letters in my first and second name by copying.	I can write all letters in my first and second name from memory.
I know that letters should be written away from the sunshine and on the line.	I know that letters should be written away from the sunshine and on the line.	I know that letters should be written away from the sunshine and on the line.	I know that letters should be written away from the sunshine and on the line.	I know that letters should be written away from the sunshine and on the line.	I know that letters should be written away from the sunshine and on the line.
I know the appropriate size of letters including ascenders and descenders.	I know the appropriate size of letters including ascenders and descenders.	I know the appropriate size of letters including ascenders and descenders.	I know the appropriate size of letters including ascenders and descenders.	I know the appropriate size of letters including ascenders and descenders.	I know the appropriate size of letters including ascenders and descenders.
I can begin to form letters for all taught graphemes.	I can form letters for all the graphemes taught.	I can accurately form letters for all taught graphemes.			

<p>I can say the word and robot the word before I write a CVC word when guided by an adult.</p> <p>I can write the tricky words by copying (l, the, go to, no, into, a.)</p> <p>I know that we write for different purposes for example, lists, captions, labels, stories etc.</p> <p>I can re-read what I have written to check it makes sense.</p>	<p>I can write the tricky words (l, the, go to, no, into, a.)</p> <p>I can say the word and robot the word before I write a CVC/CVCC word when guided by an adult.</p> <p>I know that we write for different purposes for example, lists, captions, labels, stories etc.</p> <p>I can re-read what I have written to check it makes sense.</p>	<p>I can understand what a capital letter is.</p> <p>I can form capital letters, S, U, V, W, Y, Z</p> <p>I can write the tricky words by copying (he, she, we, me, be, was, you, They, all, are, my, her.)</p> <p>I can say the word and robot the word before I write a CVC / CVCC word independently.</p> <p>I know that we write for different purposes for example, lists, captions, labels, stories etc.</p> <p>I can re-read what I have written to check it makes sense.</p>	<p>I can accurately form letters for all taught graphemes.</p> <p>I can form capital letters, X, P, O, M, F, L, C.</p> <p>I can compose and orally rehearse a caption before I write it.</p> <p>I can write the tricky words (he, she, we, me, be, was, you, They, all, are, my, her.)</p> <p>I know that we write for different purposes for example, lists, captions, labels, stories etc.</p> <p>I can re-read what I have written to check it makes sense.</p>	<p>I can accurately form letters for all taught graphemes.</p> <p>I can form capital letters; H, N, Q, T, I, J, KG, E, D, B, A.</p> <p>I understand what a full stop is and that it comes at the end of a sentence.</p> <p>I can compose and orally rehearse a caption before I write it.</p> <p>I can write the tricky words by copying (so, do, out, like, have, when, some, come, what, said, were.)</p> <p>I know that we write for different purposes for</p>	<p>I can accurately form letters for all taught graphemes.</p> <p>I can form capital letters; H, N, Q, T, I, J, KG, E, D, B, A.</p> <p>I can compose and orally rehearse a sentence before I write it.</p> <p>I can use capital letters and full stops to write a simple sentence accurately.</p> <p>I can write the tricky words (so, do, out, like, have, when, some come, what, said, were.)</p> <p>I know that we write for different purposes for example, lists,</p>
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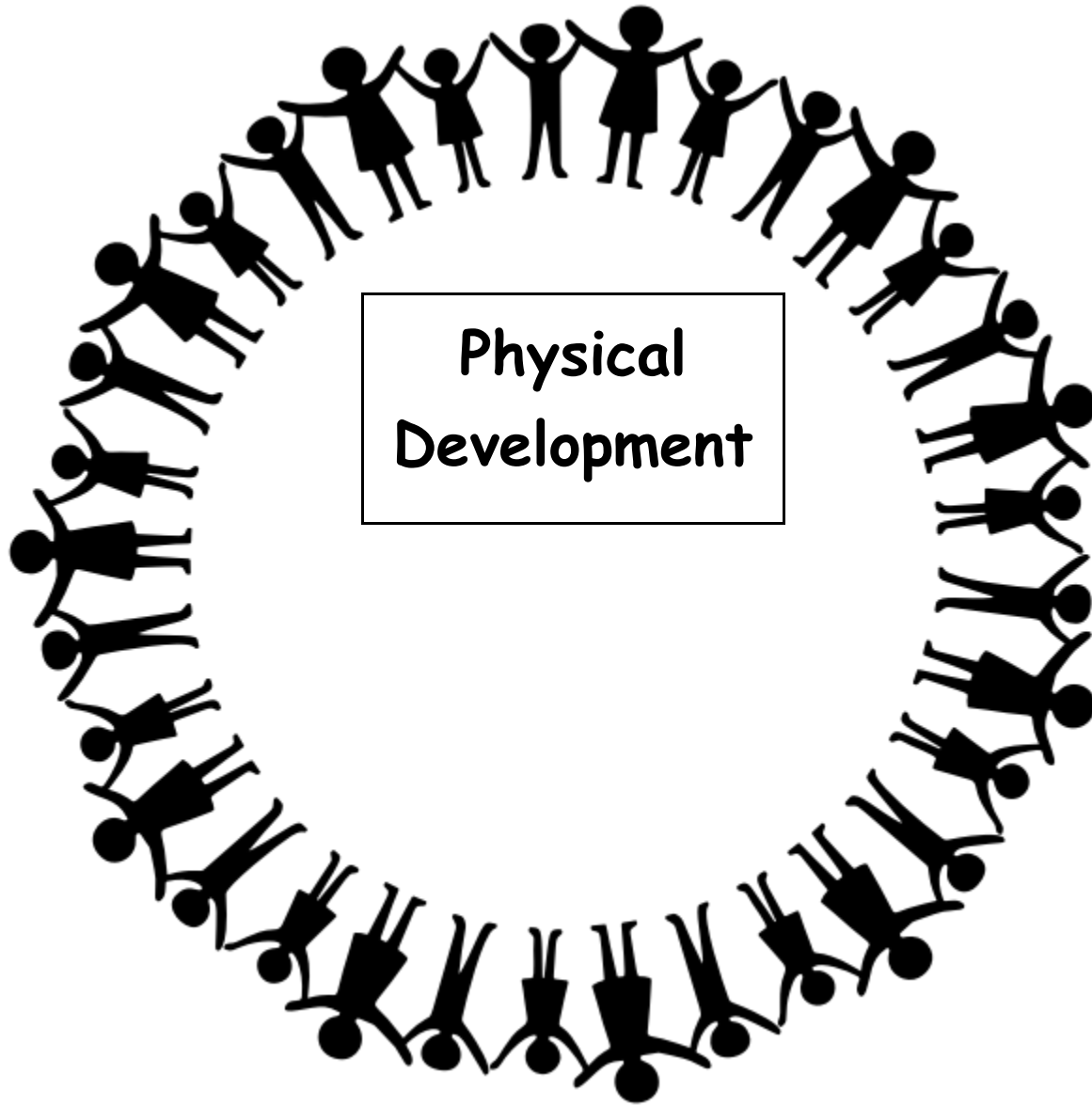
				<p>example, lists, captions, labels, stories etc.</p> <p>I can re-read what I have written to check it makes sense.</p>	<p>captions, labels, stories etc.</p> <p>I can re-read what I have written to check it makes sense.</p>
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Maths

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>August - October (5 weeks)</i>	<i>Oct-December (9 weeks)</i>	<i>Jan – Feb (6 weeks)</i>	<i>Feb – March (5 weeks)</i>	<i>April – May (6 weeks)</i>	<i>June – July (6 weeks)</i>
<p>I have a deep understanding of numbers 0-2. (Including, writing, subitizing, subtraction, addition, problem solving and shape).</p> <p>I can copy and continue a range of shape patterns.</p>	<p>I have a deep understanding of numbers 2-5. (Including subitizing, writing, subtraction, addition, problem solving and shape).</p> <p>I can show one more and one less within 5.</p> <p>I can compare amounts to 5 using the mathematical language more, less and equal to.</p> <p>I know my number bonds to 5.</p> <p>I can understand and use positional language.</p>	<p>I can have a deep understanding of numbers 5-10. (Including subitizing, writing, subtraction, addition, problem solving and shape).</p> <p>I can show one more and one less within 10.</p> <p>I can compare amounts to 10 using the mathematical language more, less and equal to.</p> <p>I know my number bonds to 10.</p>	<p>I can verbally count beyond 20 recognizing the pattern of the counting system.</p> <p>I can explore and represent patterns within numbers including even, odd, double and halves.</p> <p>I can describe noteworthy events in my life. (For e.g., a birthday, a school trip).</p>	<p>I can verbally count beyond 20 recognizing the pattern of the counting system.</p> <p>I can compare the height and length of different objects.</p> <p>I can compare different objects using words such as heavy, light, tall and short.</p>	<p>I can verbally count beyond 20 recognizing the pattern of the counting system.</p> <p>I can understand and use positional language in relation to shape.</p> <p>I can compose and decompose shapes so I can see shapes within a shape.</p>

	<p>I can talk about day and night and order key events from a day.</p> <p>I know the days of the week and can talk about regular events that occur every day.</p>	<p>I know the days of the week and can describe a routine.</p>		<p>I know the language, tall, empty, narrow, thin, and full.</p> <p>I can construct a 3D shape.</p>	
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Physical
Development

Fine Motor

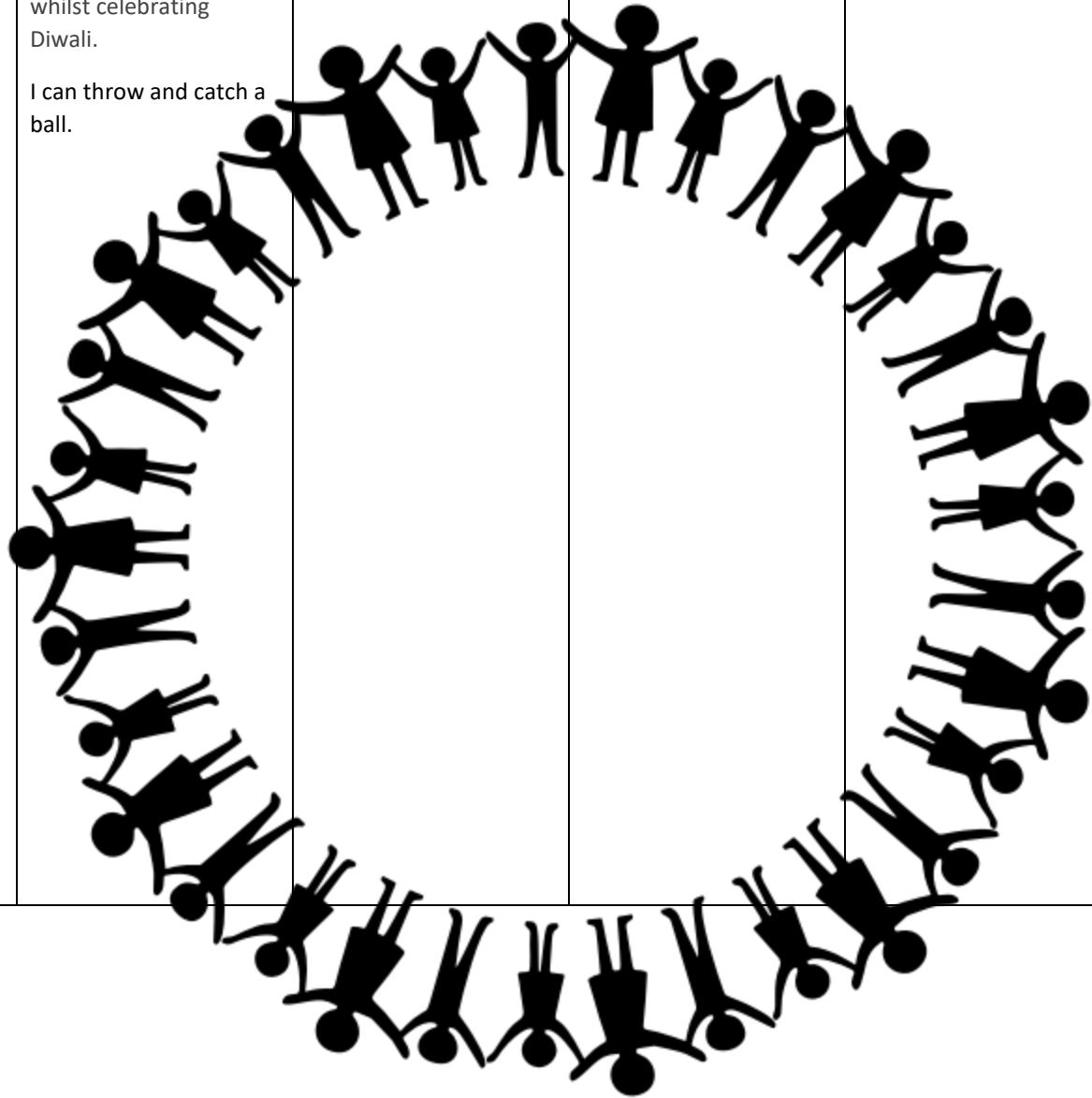
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>August - October (6 weeks)</i>	<i>Oct-December (9 weeks)</i>	<i>Jan – Feb (6 weeks)</i>	<i>Feb – March (5 weeks)</i>	<i>April – May (6 weeks)</i>	<i>June – July (6 weeks)</i>
<p>I can use a tripod grip to hold a writing tool.</p> <p>I can zip and fasten buttons on clothes.</p> <p>I can use large tweezers to retrieve items.</p> <p>I can hold a knife and fork correctly.</p> <p>I can use thick paint brushes and dabbers to mark make.</p>	<p>I can use a tripod grip to hold a writing tool.</p> <p>I can zip and fasten buttons on clothes.</p> <p>I can use small tweezers to pick up items.</p> <p>I can use scissors to cut along a straight line.</p> <p>I can use medium sized paintbrushes to mark make.</p>	<p>I can use a tripod grip to hold a writing tool.</p> <p>I can zip and fasten buttons on clothes.</p> <p>I can use pegs and clips to join things together.</p> <p>I can use scissors to cut out shapes and to cut in a wavy line.</p> <p>I can use a range of different sized paintbrushes to begin to create a picture.</p>	<p>I can use a tripod grip to hold a writing tool.</p> <p>I can zip and fasten buttons on clothes.</p> <p>I can sew a fabric that has premade holes.</p> <p>I can use scissors independently to cut a variety of different materials e.g., card.</p> <p>I can use a small paintbrush to begin to create accurate pictures.</p>	<p>I can use a tripod grip to hold a writing tool.</p> <p>I can zip and fasten buttons on clothes.</p> <p>I can sew two pieces of fabric together.</p> <p>I can use scissors independently to cut a variety of different materials e.g., card.</p> <p>I know how to use woodwork tools safely.</p> <p>I can use a saw to cut wood.</p>	<p>I can hold a pencil effectively using the tripod grip for fluent writing.</p> <p>I can zip and fasten buttons on clothes.</p> <p>I can use a small range of tools, including scissors, paint brushes and cutlery.</p> <p>I can begin to show accuracy and care when drawing.</p>

<p>I can use toys that connect to construct.</p>	<p>I can use toys that connect to construct. E.g., Duplo/connex.</p>	<p>I can use toys that connect to construct. E.G. Lego/Play Mobile</p>	<p>I can use toys that connect to construct. E.G. Lego/Play Mobile.</p>		<p>I can use a saw to make something for a purpose.</p>
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<i>Gross Motor</i>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<i>August - October (5 weeks)</i>	<i>Oct-December (9 weeks)</i>	<i>Jan – Feb (6 weeks)</i>	<i>Feb – March (5 weeks)</i>	<i>April – May (6 weeks)</i>	<i>June – July (6 weeks)</i>
I can walk upstairs using a railing to help me.	I can walk upstairs using a railing to help me.	I can refine a range of movements e.g crawl, walk, skip.	I can negotiate through obstacles on my feet safely and using a balance bike.	I can perform a sequence of movements e.g skip jump climb.	I can safely and confidently use a range of large apparatus indoors. For example, using the climbing wall in the hall and jumping onto a mat landing with two feet.
I can sit on the carpet using the correct posture.	I can sit on the carpet using the correct posture.	I can use a range of wheeled objects safely e.g wheelbarrows, stepper, tricycle, pushchairs.	I can use a dustpan and brush and sweeping brush.	I can carry large items independently.	I can build and negotiate obstacle courses safely (using the outside construction and PE equipment).
I can balance on the balancing beam outside with adult support.	I can begin to balance on the balancing beam outside independently.	I can move my body using a range of different equipment. E.g., fabric, scarfs, flags.	I can move my body using a range of different dance moves. E.g., Zest Dance Classes (African dancing).	I can construct obstacle courses safely.	I can demonstrate coordination when throwing and catching a ball.
I can begin to design and build an obstacle course.	I can begin to design and build an obstacle course.	I can throw and catch a ball.	I can throw and catch a ball.	I can use a variety of large and small tools for a purpose E.g gardening/woodwork. I can sit at a table using the correct posture.	I can do a pencil roll.
I can use the large outdoor chalks to mark make.	I can move my body using a range of different dance moves. E.g., Using dandiya's			I can throw and catch a ball.	I can jump, dance, hop, skip and climb.
					I can ride a two-wheel balance bike and scooter.

<p>I can throw and catch a ball.</p> <p>Balance ability-</p>	<p>whilst celebrating Diwali.</p> <p>I can throw and catch a ball.</p>				<p>I can use large and small tools e.g large and small paintbrushes, woodworking equipment, building blocks (Lego and mobilo).</p>
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**Personal,
Social and
Emotional
Development**

Self - Regulation					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<i>August - October (5 weeks)</i>	<i>Oct-December (9 weeks)</i>	<i>Jan – Feb (6 weeks)</i>	<i>Feb – March (5 weeks)</i>	<i>April – May (6 weeks)</i>	<i>June – July (6 weeks)</i>
<p>I can name emotions in images and videos using the words happy, sad, excited and angry.</p>	<p>I can name emotions in images and videos using the words happy, sad, excited, angry, worried and scared.</p>	<p>I can name emotions in images and videos using the words happy, sad, excited, angry, worried, sacred, proud.</p>	<p>I can name emotions in images and videos using the words happy, sad, excited, angry, worried, sacred, proud and brave.</p>	<p>I can name emotions in images and videos using the words happy, sad, excited, angry, worried, sacred, proud and brave.</p>	<p>I can name emotions in images and videos using the words happy, sad, excited, angry, worried, sacred, proud and brave.</p>
<p>I can talk about what makes me happy and what makes me sad including likes and dislikes.</p>	<p>I can name the emotions of characters in stories and videos.</p>	<p>I can name the emotions of characters in stories and videos and explain why they may be feeling this.</p>	<p>I can name the emotions of characters in stories and videos and explain why they may be feeling this.</p>	<p>I can name the emotions of characters in stories and videos and explain why they may be feeling this.</p>	<p>I can name the emotions of characters in stories and videos and explain why they may be feeling this.</p>
<p>I can begin to use emotional vocabulary to describe how I am feeling when prompted by an adult.</p>	<p>I can recognise when I am feeling sad and happy.</p>	<p>I can recognise when I am feeling sad and happy.</p>	<p>I know some strategies to help me self-regulate if I am feeling sad and angry.</p>	<p>I know some strategies to help me self-regulate if I am feeling sad and angry.</p>	<p>I can understand and describe how I am feeling.</p>
<p>I can give attention to my teacher when sat on the carpet or working in a small group.</p>	<p>I can give attention to my teacher when sat on the carpet or working in a small group.</p>	<p>I know some strategies to help me self-regulate if I am feeling sad and angry.</p>	<p>I can give attention to my teacher when sat on the carpet or working in a small group.</p>	<p>I can give attention to my teacher when sat on the carpet or working in a small group.</p>	<p>I can understand and describe how another person is feeling.</p>
<p>I can give attention to my teacher when sat on the carpet or working in a small group.</p>	<p>I can follow a single step instruction independently.</p>	<p>I can give attention to my teacher when sat on the carpet or working in a small group.</p>	<p>I can give attention to my teacher when sat on the carpet or working in a small group.</p>	<p>I can follow multi-step instructions given orally.</p>	<p>I can regulate my behavior according to what I am feeling.</p>
<p>I can give attention to my teacher when sat on the carpet or working in a small group.</p>	<p>I can follow a single step instruction independently.</p>	<p>I can give attention to my teacher when sat on the carpet or working in a small group.</p>	<p>I can give attention to my teacher when sat on the carpet or working in a small group.</p>	<p>I can follow multi-step instructions given orally.</p>	<p>I can give attention to my teacher when sat on the carpet or working in a small group.</p>

<p>I can follow a single step instruction guided by an adult.</p>		<p>I can follow multi-step instruction supported by an adult.</p>	<p>I can follow multi-step instructions using visuals.</p>		<p>the carpet or working in a small group.</p> <p>I can follow multi-step instructions independently.</p>
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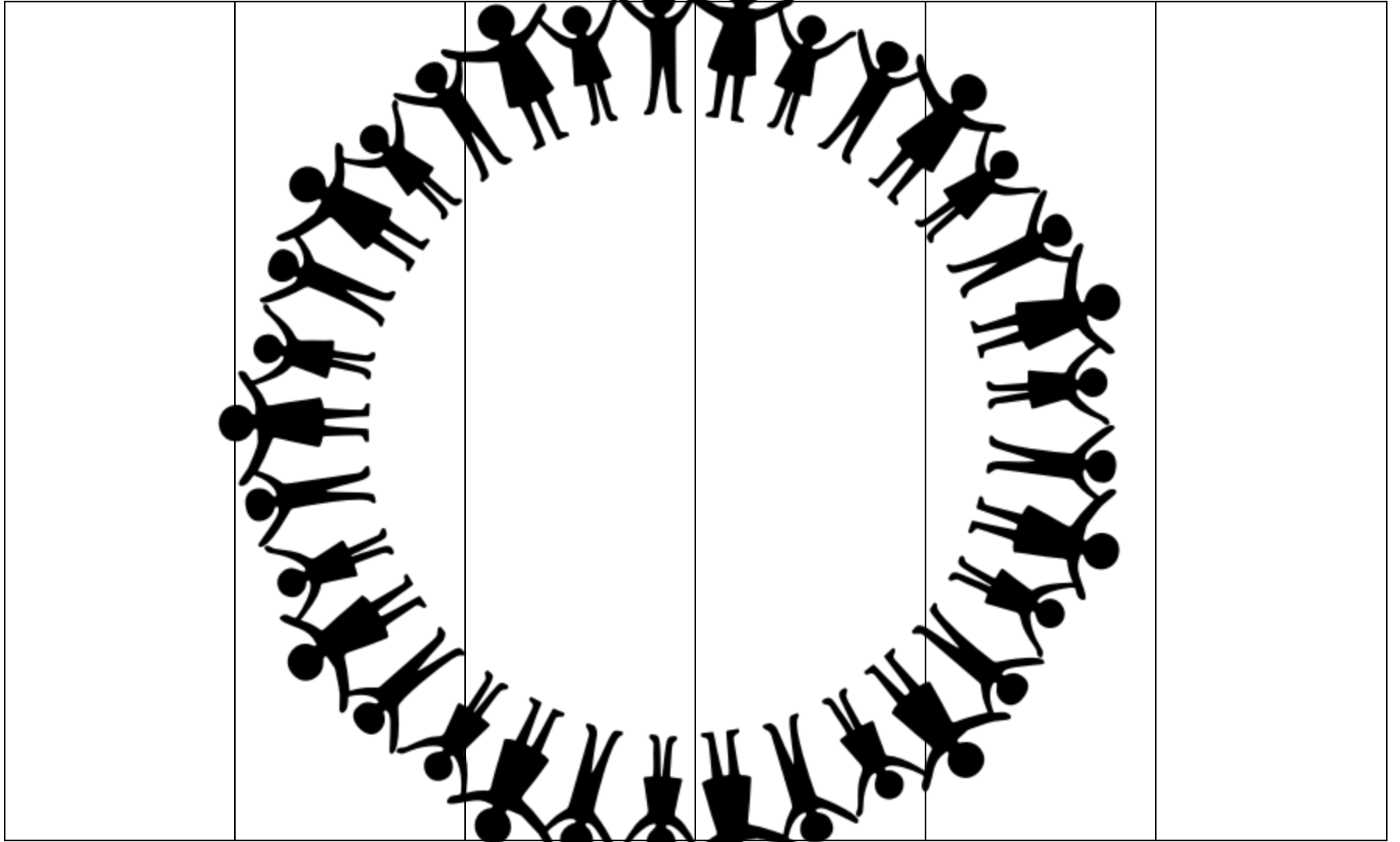
Managing Self

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>August - October (5 weeks)</i>	<i>Oct-December (9 weeks)</i>	<i>Jan – Feb (6 weeks)</i>	<i>Feb – March (5 weeks)</i>	<i>April – May (6 weeks)</i>	<i>June – July (6 weeks)</i>
<p>I can try new things when asked to by an adult.</p> <p>I can listen to and begin to follow class rules.</p> <p>I can follow step by step instructions to achieve a goal.</p> <p>I know how to wash my hands properly and go to the toilet hygienically.</p> <p>I can begin to dress and undress independently for P.E.</p>	<p>I can try new things when asked to by an adult.</p> <p>I can listen and follow class rules and begin to understand that this is to keep me safe.</p> <p>I can follow steps to achieve a goal when supported by an adult.</p> <p>I know that sleep is important for my body.</p> <p>I know that drinking water is important for my body.</p> <p>I know how to wash my hands properly and go</p>	<p>I can try something new independently and explain if I like/dislike it.</p> <p>I can listen and follow whole school rules in wider environments. E.g., school trips.</p> <p>I know the steps I need to take when a goal is set for me and the steps, I need to take to achieve it.</p> <p>I can name and try different fruits and vegetables and understand why these are important for my body.</p>	<p>In the face of a challenge, I can find a resolution with support from an adult.</p> <p>I know why we have rules in schools and communities (democracy).</p> <p>I know the steps I need to take when a goal is set for me and the steps, I need to take to achieve it.</p> <p>I can name unhealthy foods and understand why these are bad for my body.</p> <p>I know the importance of personal hygiene.</p>	<p>I can show resilience when overcoming a challenge independently.</p> <p>I know why we have rules in schools and communities (democracy).</p> <p>I can set a goal and know the steps I need to take to achieve it with adult support.</p>	<p>I feel confident when I am trying new activities.</p> <p>I can show resilience when overcoming a challenge independently and explain how I did it.</p> <p>I know and can explain why we have rules in schools and communities (democracy).</p> <p>I can set a goal and know the steps I need to take to achieve it.</p> <p>I know the importance of healthy eating and</p>

	<p>to the toilet hygienically.</p> <p>I know how to be a safe pedestrian and cross a road with an adult in my local area.</p> <p>I can begin to dress and undress independently for P.E.</p>	<p>I can make a healthy sandwich and understand what a healthy pack lunch looks like.</p> <p>I know the importance of brushing my teeth twice a day.</p> <p>I know how to wash my hands properly and go to the toilet hygienically.</p> <p>I know how to be a safe pedestrian and cross a road with an adult in my local area.</p> <p>I can dress and undress independently for P.E.</p>	<p>I know how to be a safe pedestrian and cross a road with an adult in my local area.</p> <p>I can dress and undress independently for P.E.</p>	<p>I can sort healthy and unhealthy foods independently.</p> <p>I know the importance of personal hygiene.</p> <p>I know how to be a safe pedestrian and cross a road with an adult in my local area.</p> <p>I can dress and undress independently for P.E.</p>	<p>what we should eat to have a healthy diet.</p> <p>I know the importance of personal hygiene.</p> <p>I know how to be a safe pedestrian and cross a road with an adult in my local area.</p> <p>I can dress and undress independently for P.E. independently. Including zipping my coat up and being able to do buttons.</p>
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Building Relationships

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>August - October (5 weeks)</i>	<i>Oct-December (9 weeks)</i>	<i>Jan – Feb (6 weeks)</i>	<i>Feb – March (5 weeks)</i>	<i>April – May (6 weeks)</i>	<i>June – July (6 weeks)</i>
<p>I know that being a good friend includes sharing and taking.</p> <p>I can play alongside my peers.</p> <p>I know what makes a good friend.</p>	<p>I can begin to share and turn and know why it is important to maintain a relationship.</p> <p>I can confidently play alongside my peers.</p> <p>I know what makes a good friend and what does not.</p>	<p>I can begin to share and turn take with peers when supported by an adult.</p> <p>I can interact confidently with some peers during play.</p> <p>I am aware of other peers' feelings.</p>	<p>I can share with my peers and take turns.</p> <p>I can interact confidently with some peers during play.</p> <p>I can sympathize and understand other peers and adults' feelings.</p>	<p>I can share with peers and take turns.</p> <p>I can interact and work with a group of peers to achieve a goal.</p> <p>I can sympathize and understand other peers and adults' feelings.</p>	<p>I can share and cooperate when I am working in a group.</p> <p>I can work in a group to achieve a goal.</p> <p>I can sympathize and understand other peers and adults' feelings.</p>



Expressive Arts and Design

Creating with Materials					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<i>August - October (5 weeks)</i>	<i>Oct-December (9 weeks)</i>	<i>Jan – Feb (6 weeks)</i>	<i>Feb – March (5 weeks)</i>	<i>April – May (6 weeks)</i>	<i>June – July (6 weeks)</i>
I can mark make with a variety of different tools.	I can choose the correct colour to represent something in a piece of art.	I know that different colours can be mixed to create new colours.	I know that white and black can be added to make colours darker.	I can weave fabric to create a pattern.	I can share my creations and explain how I made something.
I know where to find art materials in the classroom and I can get them independently.	I can look at an object and recognise its shape and colour.	I can begin to draw using pencil accurately to represent the shape and colour of an object.	I can use objects to print and create a piece of art.	I know how to join and cut wood using woodworking tools.	I can use props and fancy dress to play a character in a story.
I know the names of the three primary colours.	I can copy a pattern.	I can make an object out of playdough using tools.	I can use different materials to create different textures in a piece of art.	I know that an illustrator draws pictures in books.	I can use tools to experiment with colour, design, texture, form and function. E.G woodworking and painting tools.
I can look at an object and recognise its shape and colour.	I can make an object out of playdough using my hands.	I can design what I want to make out of junk modeling materials and make it.	I can talk about the steps I will take to execute my design.	I can illustrate part of a story.	I can illustrate a story.
I know what a self-portrait is.	I can use sellotape, glue and other materials to join two objects together. (Junk modeling)		I can experiment with acrylic paint.	I know how to make a simple object out of wood.	I can evaluate my design.
I can use pencil and crayons to draw a self-portrait.	I can create my own simple pattern using shapes and colours.	I know who Vincent van Gogh is and can talk	I know who Albert Lizah is and can talk about / use features of his work.	I can share my designs with my peers.	I can share my opinion respectfully of other pieces of art.
				I know who Georgie O’Keeffe is and can talk	

<p>I know what a collage is.</p> <p>I can use scissors, glue and paper to create a collage.</p> <p>I can explore junk modeling materials.</p> <p>I know who Picasso is and can talk about / use features of his work.</p>	<p>I know who Rahul Swami is and can talk about / use features of his work.</p>	<p>about / use features of his work.</p>		<p>about / use features of her work.</p>	<p>I can experiment with watercolour paint.</p> <p>I know who Hetty Haxworth is and can talk about / use features of her work.</p>
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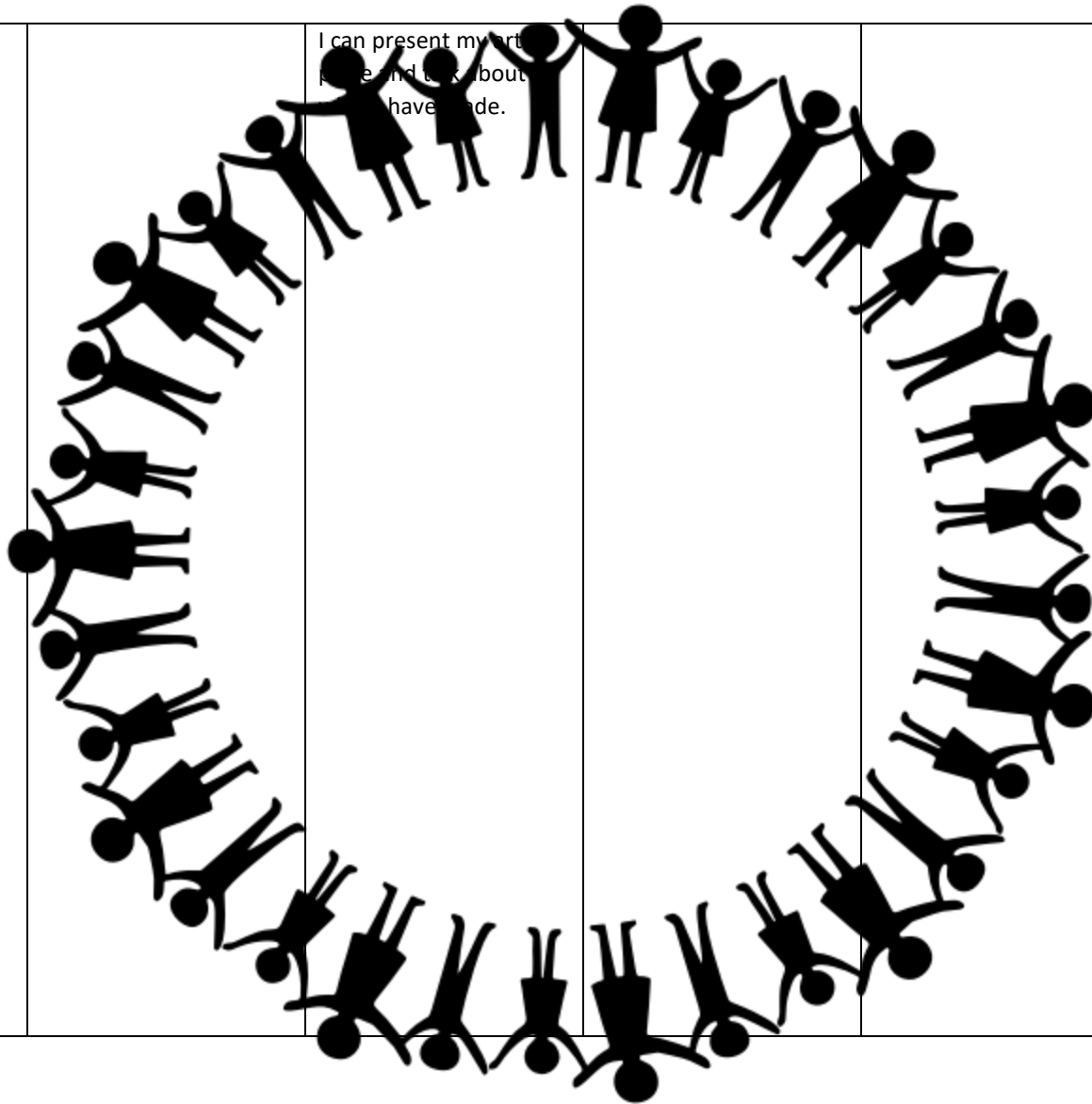
Being Imaginative and Expressive

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>August - October (5 weeks)</i>	<i>Oct-December (9 weeks)</i>	<i>Jan – Feb (6 weeks)</i>	<i>Feb – March (5 weeks)</i>	<i>April – May (6 weeks)</i>	<i>June – July (6 weeks)</i>
<p>I can sing and preform a range of nursery rhymes and songs.</p> <p>Know how to move in time to music.</p> <p>I know how to copy a simple rhythm using different musical instruments.</p> <p>I know how to show. different emotions (sad, happy) in drawings and paintings through colour, texture and shape.</p> <p>I can use wooden instruments to play</p>	<p>I now know a wider range of nursery rhymes and songs.</p> <p>Know how to move in time to music of different speeds (to the pulse</p> <p>I can join in with some poems and stories I know.</p> <p>I can perform and song and dance to an audience.</p> <p>I can play a character in a play (nativity).</p>	<p>I now know a wider range of nursery rhymes and songs</p> <p>I can create my own art piece and talk about what my decision was.</p> <p>I can create and perform my own dance and song using instruments and a stage.</p> <p>I can imitate the art of a known artist.</p>	<p>I know a wider range of nursery rhymes and songs.</p> <p>I can listen to a wide range of music and discuss why I like/dislike it.</p> <p>I can try to move my body in time with a piece of music. (Moving slowing and quickly)</p> <p>I can show a key part of a story through acting and freeze frames.</p> <p>I can use instruments to create music.</p>	<p>I know a wider range of nursery rhymes and songs.</p> <p>I can invent stories using props and objects from the small world.</p> <p>I can retell a story I like to an audience and create my own.</p> <p>I use my own ideas to create songs/stories/dances.</p> <p>I can begin to create and express how a song is making me feel through dance.</p>	<p>I can Invent, adapt, and recount narratives and stories with peers.</p> <p>I can sing a range of well-known nursery rhymes and songs.</p> <p>I can perform songs, rhymes, poems, and stories with others,</p> <p>I try to move in time with music.</p>

along to a beat/play
syllables in a word.

I can create marks with
different materials.

I can present my work
and talk about
what I have made.



Understanding the World

Past and Present					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<i>August - October (5 weeks)</i>	<i>Oct-December (9 weeks)</i>	<i>Jan – Feb (6 weeks)</i>	<i>Feb – March (5 weeks)</i>	<i>April – May (6 weeks)</i>	<i>June – July (6 weeks)</i>
<p>I can talk about my family and recognise similarities and differences between other families.</p> <p>I can order pictures of my family in age order and talk about them.</p> <p>I can recognise that some members of my family were born before after me.</p> <p>I can talk about farming then and now and its importance (harvest festival).</p>	<p>I can describe a key event from the past (gunpowder plot).</p> <p>I know that traditional tales were written in the past.</p> <p>I can recall a traditional tale from the past.</p>	<p>I know what an astronaut is.</p> <p>I can name a famous astronaut (Tim Peake.)</p> <p>I can talk about moon landings and remember some key facts. For example, the first man/woman/animal to land on the moon.</p> <p>I can talk about the differences in technology in the past and present – comparison of rockets; virtual tour of a rocket.</p> <p>I understand the importance of protecting animal habitats (present).</p>	<p>I can talk about the life cycle of a human using photos of myself.</p> <p>I can describe the life cycle of an animal and how they change over time. (Frog and butterfly)</p> <p>I can describe the life cycle of a plant and how they change over time.</p> <p>I can describe an important person from the past (Nelson Mandela).</p>	<p>I can talk about similarities and differences between people who help us now and in the past.</p> <p>I know that something from the past does not exist anymore (extinct).</p> <p>I know that dinosaurs lived a long time ago.</p> <p>I know we can use fossils to learn about things from a long time ago.</p> <p>I can talk about the differences in technology in the past and present (old and new toys).</p>	<p>I know some similarities and differences between types of transport in the past and present.</p> <p>I know some similarities and differences between the British seaside in the past and present.</p> <p>I notice that settings characters and events that I read/listen to are different when set in the past.</p>

Natural World					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>August - October (5 weeks)</i></p> <p>I know what season it is and can create a simple picture of a tree showing how the colour and leaves change.</p> <p>I can talk about the weather in the UK and notice how this may change from day to day.</p> <p>I know I use my ears to hear environmental sounds and I know what causes these sounds.</p> <p>I know what my five senses are and what they are for.</p>	<p><i>Oct-December (9 weeks)</i></p> <p>I know what season it is and can create a simple picture of a tree showing how the colour and leaves change.</p> <p>I know what can be seen on a walk through my community (lamp post, church etc.).</p> <p>I can talk about the similarities between my area and those in books and stories.</p> <p>I can know there are different natural materials and describe how they feel.</p> <p>I know that some materials are see-through, and some are</p>	<p><i>Jan – Feb (6 weeks)</i></p> <p>I know what season it is and can create a simple picture of a tree showing how the colour and leaves change.</p> <p>I know some features of animals in the U.K and Africa and can draw these in simple pencil sketch.</p> <p>I can observe and draw plants that grow at forest school.</p> <p>I know that water changes to ice through freezing and ice can melt when warm.</p>	<p><i>Feb – March (5 weeks)</i></p> <p>I know what season it is and can create a simple picture of a tree showing how the colour and leaves change.</p> <p>I know the different body parts of some animals (wings/claws/feet etc.)</p> <p>I can draw some mini beasts/spring animals and describe what they look like.</p> <p>I can describe the life cycle of some living things.</p> <p>I can plant and look after my own flowers. I know this is my responsibility and I</p>	<p><i>April – May (6 weeks)</i></p> <p>I know what season it is and can create a simple picture of a tree showing how the colour and leaves change.</p> <p>I know the importance of recycling and how I can do this at home/school.</p> <p>I know why it is important to look after my community and I can participate in a whole class litter pick.</p> <p>I can observe ice melting in the sun.</p>	<p><i>June – July (6 weeks)</i></p> <p>I know what season it is and can create a simple picture of a tree showing how the colour and leaves change.</p> <p>I understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>I can explore the natural world around me and make observations of plants and animals.</p> <p>I can draw pictures of animals and plants.</p> <p>I know some similarities and differences between the natural</p>

<p>I can use a variety of natural materials to build/play etc.</p> <p>I know my body parts and can verbally label these on a body map.</p> <p>I know features of a human face and how these changes depending on emotion.</p>	<p>not. I know that some are hard and soft etc.</p>		<p>know what to do to keep it alive.</p> <p>I can observe the way different plants grow and can draw them in a pencil drawing.</p> <p>I know what a plant needs to grow and what happens if it does not have these things.</p>		<p>world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>
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People Cultures and Communities

Autumn 1

Autumn 2

Spring 1

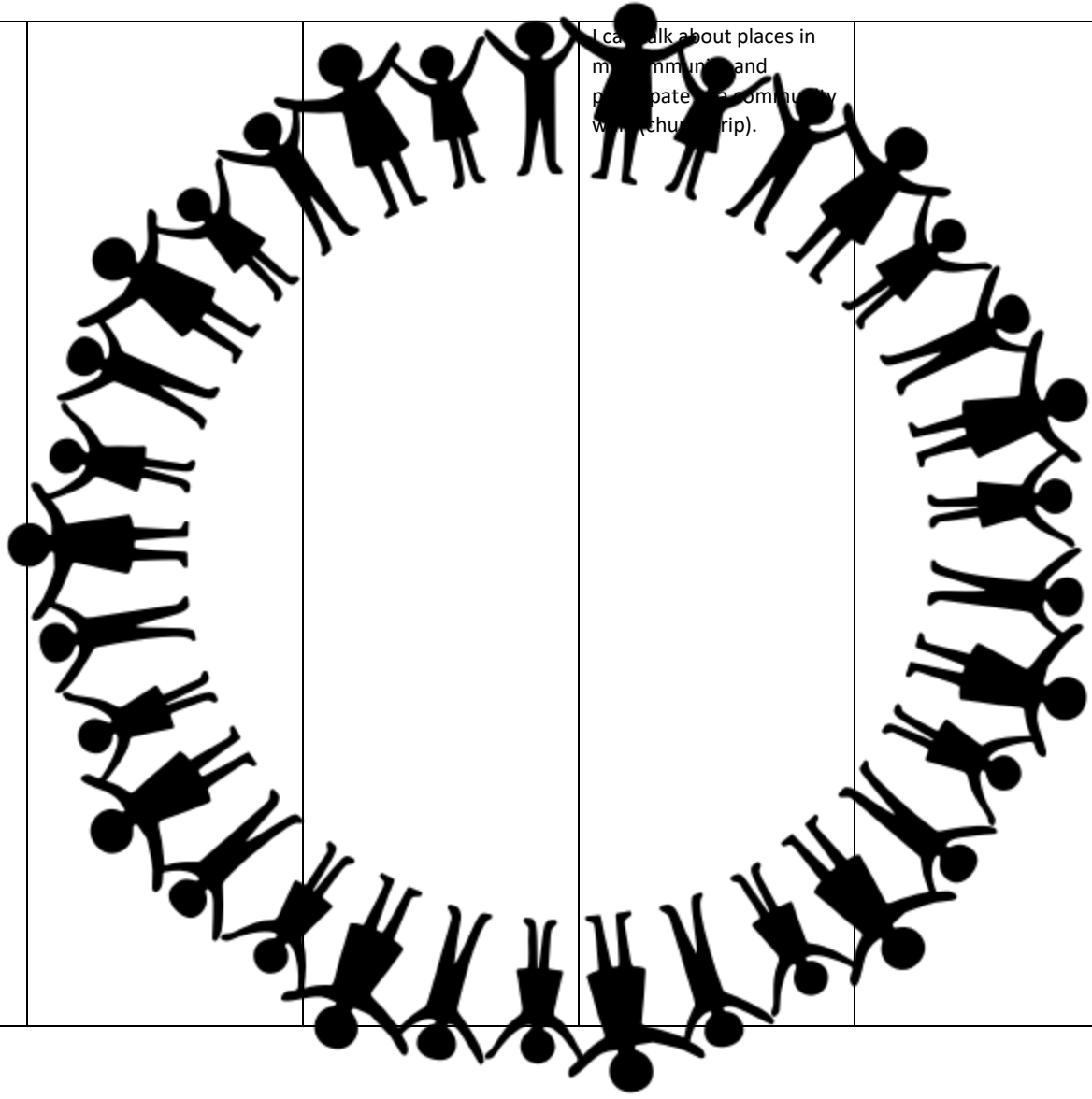
Spring 2

Summer 1

Summer 2

August - October (5 weeks)	Oct-December (9 weeks)	Jan – Feb (6 weeks)	Feb – March (5 weeks)	April – May (6 weeks)	June – July (6 weeks)
I know who I live with.	I know the names of some special celebrations/festivals. E.G Diwali/christmas	I know about some special celebrations/festivals. E.G Chinese New Year Valentine’s.	I know about some special celebrations/festivals. E.G Holi/Ramadan/Easter.	I can name different jobs people may have (Priest Rabbi/Imam).	I can talk and discuss confidently traditions, beliefs and cultures followed by my own family.
I know I live in England, UK and that it is a country.	I can explore items of clothing and artefacts that represent aspects of different religions.	I know the importance of a library and how they help my community (library visit).	I can understand some differences and similarities between the UK and Africa. (Weather and food).	I know people have different jobs in my community and how these people help us.	I can recognise and name some religious artefacts.
I know that there are other countries in the world, and some are close, and some are far away.	I can listen and ask questions about cultural and religious stories.	I know some special celebrations that I celebrate with my family and can talk about them.	I know what a place of worship is and can describe some of these (Mosque and Church).	I can use a map to navigate around my community and plan a route (summer weather walk).	
I know a map helps me find places.	I can discuss and share images of special buildings around the world.	I can retell the story of chinese new year. (Role play) .	I can retell the story of Easter. (T4W)		
I know how to find England on a simple world map.	I know I live in New Parks.				
	I know a map can be used to show Stokes Wood and Aikman Avenue.		I know why the church is important to some people in my community (church visit).		
	I can plan a route using a map (to post a letter to santa).		I can use a map to navigate around school.		

I can talk about places in
my community and
participate in community
work (church trip).



Communication and Language

Listening Attention and Understanding

Listening Attention and Understanding					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

August - October (5 weeks)	Oct-December (9 weeks)	Jan – Feb (6 weeks)	Feb – March (5 weeks)	April – May (6 weeks)	June – July (6 weeks)
<p>I know what a good listener looks like. Eg, good sitting and good looking.</p> <p>I know that my ears are for listening.</p> <p>I can identify environmental sounds.</p> <p>I can do appropriate actions and join in with a song.</p> <p>I can use the appropriate actions during talk for writing lessons.</p> <p>I can learn new vocabulary and facts from what I have read or what has been read to me.</p>	<p>I know what a good listener looks like. Eg, good sitting, good looking, nodding to show I am understanding.</p> <p>I can respond to simple questions about a story that is read to me.</p> <p>I can follow two part instructions.</p> <p>I can follow picture instructions.</p> <p>I can learn new vocabulary and facts from what I have read or what has been read to me.</p>	<p>I know where the listening ladder is in my classroom.</p> <p>I can answer questions about the beginning, middle and end of a story.</p> <p>I can follow picture instructions.</p> <p>I can follow simple written instructions.</p> <p>I can ask who and what questions.</p> <p>I can learn new vocabulary and facts from what I have read or what has been read to me.</p>	<p>I can answer who, where and when questions.</p> <p>I can follow simple written instructions.</p> <p>I can ask who, what and where questions.</p> <p>I can learn new vocabulary and facts from what I have read or what has been read to me.</p>	<p>I can answer questions about a story and explain my thinking to show my understanding.</p> <p>I can ask and answer questions.</p> <p>I can follow simple written instructions.</p> <p>I can learn new vocabulary and facts from what I have read or what has been read to me.</p>	<p>I can listen and respond with relevant questions, comments and actions (whole class and small group).</p> <p>I can comment on what I have heard and clarify understanding.</p> <p>I can engage in back and forth exchanges.</p> <p>I can ask and answer questions.</p> <p>I can follow simple written instructions.</p> <p>I can learn new vocabulary and facts from what I have read or what has been read to me.</p>

Speaking

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>August - October (5 weeks)</i></p> <p>I can learn simple rhymes, poems, songs and stories.</p> <p>I can learn the names of my peers and adults at school.</p> <p>I can talk about my likes and dislikes and share them.</p> <p>I can talk about something that has happened in my life in the past and present.</p> <p>I can talk about something that is going to happen in my future.</p> <p>I can copy modeled full sentences given to me by an adult to talk specifically about my feelings and experiences.</p>	<p><i>Oct-December (9 weeks)</i></p> <p>I can learn simple rhymes, poems, songs and stories.</p> <p>I can reply to short phrases spoken by a peer, eg. good morning/how are you.</p> <p>I can use sequencing words to recount or retell a story using pictures and support.</p> <p>I can copy modeled full sentences given to me by an adult or when given a sentence stem.</p> <p>I can copy modeled full sentences given to me by an adult to talk specifically about my feelings and experiences.</p>	<p><i>Jan – Feb (6 weeks)</i></p> <p>I can perform simple rhymes, poems, songs and stories using a text map to help me.</p> <p>I can use sequencing words to recount or retell a story using pictures and support.</p> <p>I can copy modeled full sentences given to me by an adult or when given a sentence stem using a conjunction.</p> <p>I can copy modeled full sentences given to me by an adult to talk specifically about my feelings and experiences.</p>	<p><i>Feb – March (5 weeks)</i></p> <p>I can perform simple rhymes, poems, songs and stories using a text map to help me.</p> <p>I can use sequencing words to recount or retell a story using pictures.</p> <p>I can use full sentences given to me by an adult or when given a sentence stem using a conjunction.</p> <p>I can use full sentences to talk specifically about my feelings and experiences.</p>	<p><i>April – May (6 weeks)</i></p> <p>I can perform a rhyme, poem, song or story by heart.</p> <p>I can use sequencing words to recount or retell a story using pictures.</p> <p>I can use full sentences given to me by an adult or when given a sentence stem using a conjunction.</p> <p>I can use full sentences to talk specifically about my feelings and experiences.</p>	<p><i>June – July (6 weeks)</i></p> <p>I can perform a rhyme, poem, song or story by heart.</p> <p>I can use sequencing words to recount or retell a story from memory.</p> <p>I can use full sentences to explain why something might happen using newly introduced vocabulary.</p> <p>I can use full sentences to talk specifically about my feelings and experiences.</p>