

Communication and Language		PSED			Physical Development		Maths	
Listening and Understanding	Speaking	Self-regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Number (Mastering Number)	
Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions.	Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes.	Independently organise belongings in the morning. Manage personal hygiene.	Build constructive and respectful relationships.	Enjoy running and begin to travel with speed. Stop or attempt to avoid obstacles when running. Explore and use climbing equipment, with support if necessary.	Use a fork and spoon Use mark making resources Attempt to write their name Has developed a dominant hand Can cut straight lines with scissors Draw horizontal and vertical lines and circles	<p>(Full term expectations) Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 	
Literacy								
Phonics	Comprehension			Writing				
Hear general sound discrimination and be able to orally blend and segment. Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. RWInc Read single-letter Set 1 sounds (first 16)	Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right.	Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to organise describe events and experiences. Children drawing response to the story. Adults scribing and writing down word for word.		Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.			
Understanding the World					Expressive Arts and Design			
Past and Present	People Culture and Communities			The Natural World		Talk about measure and pattern		
<p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p> <p>Chronology: Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Similarity and Difference: Notice and talk about similarities and differences between their own family and those of others.</p> <p>Artefacts and Sources: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p>	<p>Community: Children talk about themselves, and special things in their own lives.</p> <p>Cartography: Draw information from a simple map and identify landmarks of our local area walk.</p> <p>Fieldwork: To become familiar with the local environment through seasonal walks</p> <p>Use photos and pictures to locate places and place on a simple map.</p>			<p>Use senses to explore the natural world around the school grounds and foundation stage classroom.</p> <p>Know how to care for an animal/pets</p>		<p>Portrait skills – drawing themselves, features of a face observational work Work together to develop and realise creative ideas – community collage Artist study – Mural Art – faces of communities (Also Where's Wally) Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p>		<p>Comparing amounts, size, mass and capacity - copy, continue and create simple ABAB patterns.</p> <p>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</p>

