

Prime Areas	Specific Areas
Communication and Language <u>Listening, Attention and Understanding</u> To listen during carpet times including during register time. To be able to sit quietly during registration, assembly and carpet time discussions. To be able to listen when they are spoken to during an activity and return to the activity afterwards. To be able to follow instructions. To understand when someone says a joke or is being funny. To enjoy listening to stories both with and without pictures and remember what happens in them. To ask and answer questions relating to a story they have heard. To respond appropriately to what others, say in conversation with them. <u>Speaking</u> To develop confidence in speaking to adults in the school and to speak clearly to other children. To develop confidence in asking for help when needed. To be able to take turns in conversation. To be able to ask and answer simple questions. To be able to explain what they are doing. To be able to say what they like and do not like and why. To use a widening number of words linked to their experiences, topics covered and interests. To be able to tell their own story	Literacy <u>Comprehension.</u> To be able to say what a story is about. To be able to ask and answer questions about a story they have heard or read. <u>Word Reading</u> To enjoy using the class book area and develop an interest in favourite stories. To read their own name, not just recognise the initial letter of their name. To begin to recognise the 26 letters of the alphabet and say the phonemes they represent. To begin to recognise the initial phonemes (sounds) in words. To begin to sound out unfamiliar words and blend them together to work them out. To be able to recite nursery rhymes and say when a rhyming word is missing. To show an interest in books linked to the topics covered and know where to find them. To be able to say words which rhyme with each other. (Cat, bat etc.) To begin to use their phonic knowledge to read simple words and sentences. To begin to understand language used in storytelling i.e. Once upon a time, they lived happily ever after. To understand we can read stories for pleasure, and also find out information from books as well as the internet. <u>Writing</u> To use a tri grip when holding a pencil. To have the confidence to begin making marks on paper and tell an adult what they have ‘written’. To know that what they have written does not change unless it has been crossed out. (Permanency of print) To begin to write their names using the correct letter formation. To begin to develop correct letter formation. To begin to write the names of those important to them. To begin to write words which are linked to experiences significant to them. To begin to use their phonic knowledge to hear and write first the initial phoneme in words, and then several phonemes in words to label paintings and drawings. To begin to use their early writing skills to write sentences to record events and experiences. To begin to use correctly formed letters in their writing. To begin to recognise the shape of letters (graphemes) and say the matching phoneme.
Personal, Social and Emotional <u>Building Relationships</u> To be able to start a conversation with another child. To be able to tell others when they do not want to play with them To be able to ask others if they can join in their game. To say when they do not like something To play with a variety of children. <u>Self-Regulation</u> To understand the class rules and follow them To understand when their actions have made another child sad or angry and to be able to comfort that child. To be able to ask another child if they can have a toy when they have finished with it. To take turns with other children when playing together. To begin to understand that other children may want or need different things or support. To begin to use their words rather than actions to resolve conflicts. To ask an adult for help if they feel upset or angry with another child. To begin to clearly explain their ideas and understanding. To begin to use questions to find out more from those around them. To show a ‘can do’ attitude when faced with challenges. <u>Managing self</u> To be able to use the toilet independently To wash hands independently and correctly using soap and water To find their coat peg and book drawers by looking for their names.	Maths <u>Number</u> To be able to verbally count up to 10, then 20. To be able to verbally count backwards from any given number from 10, then 20. To be able to point to each object as they count objects up to 10. To say the number by recognising the pattern it makes (subitise, e.g., spots on dice) To understand the quantity of each number up to 10. To understand where on a number line each number goes. To say which number comes before and after a given number To understand quantity does not change unless they add or remove an object. To begin to recognise numerals 1-10 To begin to match numerals to quantities 1-10. To be able to identify missing numbers in a sequence of 1-5, 1-10. To begin to record their maths during play and explain what they have done. To begin to take part in maths games, including on the interactive whiteboard. To understand how to add together 2 groups by counting them altogether and begin to use mathematical vocabulary to explain what they have done. To begin to understand how to subtract objects and begin to use the mathematical vocabulary to explain what they have done. To begin to use a number line to solve addition and subtraction problems. To begin to count on or back when working out an addition or subtraction problem. To begin to check their answers by counting To begin to explain how they worked out a problem To use 2d and 3d shape names when playing with the construction and blocks.

To confidently talk about what they can and cannot do To be willing to try out new activities and tasks. To confidently talk about their own needs, wants and opinions. To independently put on their jumper, cardigan, coat, turning pulling arms the correct way if necessary. To independently fasten their own coats and put on their own gloves. To be able to independently gather together the resources they need to complete a task To independently choose tasks such as writing, phonics, handwriting maths during child-initiated activity times. To join in with adult led sessions and complete tasks to the best of their ability.	To be able to compare quantities when playing with the small world toys i.e. cars, dinosaurs. To begin to understand and use vocabulary related to time, position, weight, and length. To be able to share objects To recognise and create their own patterns.
Physical <u>Gross Motor</u> To be able to negotiate people and obstacles when running. To climb onto and go down the fireman's pole safely. To develop balance when moving across the trim trail To learn how to jump and land off an object safely (knees bent, feet together) To develop new ways of moving using the outdoor equipment, i.e., balancing, running, hopping, jumping, going over, under, around. To learn to ride a bicycle without stabilizers. To learn to skip with a rope. <u>Fine Motor</u> To develop the skills to use a paint brush, glue spreader, scissors effectively To develop hand eye control through activities such as threading, tracing. To develop control over an object by pushing, throwing, patting, catching, or kicking it. To develop hand/wrist strength using pegs, dough, messy play. To manipulate construction and malleable materials effectively to carry out their ideas. To begin to develop a preference for a dominant hand. To use correct letter formation and develop a neat legible style. <u>Health and Self Care</u> To independently put on their own coat, waterproofs, wellingtons, shoes, and gloves. To develop an awareness of the importance of a healthy diet and be willing to try healthy foods. To independently use the toilet and is usually dry all day. To tell an adult if they have a toilet accident. To learn how to clean their teeth and be able to say why this is important. To follow safety rules when using equipment, both large and small i.e., how to walk with scissors, when using the climbing frame, moving the long branches. To remember to drink from their water bottle throughout the day with reminders. To wash hands before eating, after using the toilet and when moving between inside and outside areas. To begin to show awareness of dangers and how to reduce them when playing.	Expressive Arts and Design <u>Creating with Materials</u> To join in with songs and rhymes within the class. To work in all areas of the classroom, using tools and materials available in each area. To develop confidence in experimenting with the tools, equipment to create pictures, and models with different textures and for a variety of reasons. To begin to learn how they can mix media to create different textures. <u>Being imaginative and Expressive</u> To have the confidence to design, build, draw, or paint using their own ideas. To develop confidence in singing, dancing, and telling stories using the toys. Understanding the World <u>Past and Present</u> To talk about significant events in their lives and their families, i.e., places they have been to, decorating bedrooms, family they have visited and those they live with. To talk about what they can do now but couldn't do when they were younger. To begin to understand that objects change over time, i.e., how telephones, transport, kitchen gadgets have changed. <u>People, Culture and Communities</u> To begin to understand that all families are different. To learn about Chinese New Year, Easter, Mother's Day To begin to understand that not everyone believes or celebrates the same things. To begin to understand the differences between us, physically, culturally, medically. <u>The Natural World</u> To experience different types of weather outside and talk about it To talk about and begin to understand the changing seasons. Discuss the seasons with reference to 'Oak' our school Oak tree. To talk about how we impact the natural world and how we can protect it. To talk about the creatures who share our environment, insects, birds, mammals and how we can help them. To take care of the living things we find in our environment, i.e., carefully moving ants, spiders, worms etc. out of harm's way. Not picking flowers or pulling parts off trees and bushes. To learn how to react to insects and animals around us. To plant flowers and bulbs and learn about the parts of a plant. To compare different environments.