

Prime Areas	Specific Areas
<p>Communication and Language</p> <p><u>Listening, Attention and Understanding</u></p> <p>To understand how to listen and why it is important.</p> <p>To be able to sit quietly during registration, assembly and carpet time discussions.</p> <p>To be able to listen when they are spoken to and respond appropriately.</p> <p>To learn new vocabulary and use it in the right context.</p> <p>To be able to follow several instructions.</p> <p>To understand when someone says a joke or is being funny.</p> <p>To enjoy listening to stories.</p> <p>To ask questions about the stories they hear.</p> <p>To be able to discuss what happens in the stories.</p> <p>To ask and answer questions relating to something they have heard.</p> <p>To respond appropriately to what others say in conversation with them.</p> <p><u>Speaking</u></p> <p>To develop confidence in speaking to adults about their work and what they are proud of.</p> <p>To be able to explain what they are doing to adults and children around them.</p> <p>To develop confidence in asking for help when needed.</p> <p>To be able to take turns in conversation and be able to respond appropriately</p> <p>To be able to ask and answer questions.</p> <p>To be able to explain how to work something out.</p> <p>To be able to say what they like and do not like and why.</p> <p>To use a widening number of words linked to their experiences, topics covered and interests.</p> <p>To be able to retell stories which are familiar to them, and stories they have made up themselves.</p> <p>To use new vocabulary in familiar contexts.</p> <p>To explain what might happen next and why things might happen.</p> <p>To join in with different activities and express their opinions and thoughts.</p>	<p>Literacy</p> <p><u>Comprehension.</u></p> <p>To anticipate key events in a story</p> <p>To be able to say what a story is about using any new vocabulary introduced.</p> <p>To be able to ask and answer questions about a story they have heard or read.</p> <p>To be able to suggest how characters are feeling.</p> <p>To be able suggest new endings.</p> <p>To use recently introduced vocabulary when discussing rhymes, poems, stories and role play.</p> <p><u>Word Reading</u></p> <p>To enjoy using the class book area and develop an interest in favourite stories.</p> <p>To recognise the 26 letters of the alphabet and say the phonemes they represent as well as 10 digraphs.</p> <p>To begin to recognise digraphs and trigraphs in words.</p> <p>To sound out unfamiliar words and blend them together to work them out.</p> <p>To be able to recite nursery rhymes and say when a rhyming word is missing.</p> <p>To show an interest in books linked to the topics covered and know where to find them.</p> <p>To be able to say words which rhyme with each other. (Cat, bat etc.)</p> <p>To use their phonic knowledge to read simple words and sentences out loud.</p> <p>To understand language used in storytelling i.e. Once upon a time, they lived happily ever after.</p> <p>To understand we can read stories for pleasure, and also find out information from books as well as the internet.</p> <p><u>Writing</u></p> <p>To use a tri grip when holding a pencil.</p> <p>To write sentences which can be read by others.</p> <p>To write sentences using a capital letter and a full stop.</p> <p>To write their names using the correct letter formation.</p> <p>To key words correctly.</p> <p>To write words which are linked to experiences significant to them.</p> <p>To confidently use their phonic knowledge to write words, using phonemes, digraphs and trigraphs.</p> <p>To write sentences to record events and experiences across the curriculum.</p> <p>To re-read their writing to check it makes sense.</p> <p>To use correctly formed letters in their writing.</p>
<p>Personal, Social and Emotional</p> <p><u>Building Relationships</u></p> <p>To be able to start a conversation with another child.</p> <p>To be able to tell others when they do not want to play with them</p> <p>To be able to ask others if they can join in their game.</p> <p>To work play with others, talking turns and co-operating.</p> <p>To say when they do not like something</p> <p>To play with a variety of children.</p> <p>To ask if someone has finished with something they want to play with.</p> <p><u>Self-Regulation</u></p> <p>To begin to put their emotions into words</p> <p>To wait for what they want and be able to control their impulses.</p> <p>To understand the class rules and follow them.</p> <p>To set and work towards their own goals.</p> <p>To understand when their actions have made another child sad or angry and to be able to comfort that child.</p> <p>To be able to ask another child if they can have a toy when they have finished with it.</p> <p>To take turns with other children when playing together.</p> <p>To understand that other children may want or need different things or support.</p> <p>To use their words rather than actions to resolve conflicts.</p> <p>To ask an adult for help if they feel upset or angry with another child.</p> <p>To clearly explain their ideas and understanding.</p>	<p>Maths</p> <p><u>Number</u></p> <p>To be able to verbally count backwards from any given number from 10, then 20.</p> <p>To be able to point to each object as they count objects up to 10.</p> <p>To say the number by recognising the pattern it makes (subitise, e.g., spots on dice)</p> <p>To understand the quantity of each number up to 10.</p> <p>To understand where on a number line each number goes.</p> <p>To say which number comes before and after a given number</p> <p>To understand quantity does not change unless they add or remove an object.</p> <p>To compare quantities and say which has the greater, less than or same as the other quantity.</p> <p>To recognise numerals 1-10 and begin to recognise numerals to 20</p> <p>To match numerals to quantities 1-10.</p> <p>To be able to identify missing numbers in a sequence of 1-5, 1-10.</p> <p>To record their maths during play and explain what they have done.</p> <p>To take part in maths games, including on the interactive whiteboard and explain to others how to play them.</p> <p>To understand how to add together 2 groups by counting them altogether and begin to use mathematical vocabulary to explain what they have done.</p> <p>To begin to understand how to subtract objects and begin to use the mathematical vocabulary to explain what they have done.</p> <p>To begin to use a number line or tens frame to solve addition and subtraction problems.</p> <p>To begin to count on or back when working out an addition or subtraction problem.</p> <p>To begin to check their answers by counting</p> <p>To begin to explain how they worked out a problem</p>

<p>To begin to use questions to find out more from those around them.</p> <p>To show a 'can do' attitude when faced with challenges.</p> <p>Managing self</p> <p>To independently use the toilet and be dry all day.</p> <p>To tell an adult if they have a toilet accident.</p> <p>To learn how to clean their teeth and be able to say why this is important.</p> <p>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.</p> <p>To remember to drink from their water bottle throughout the day with reminders.</p> <p>To wash hands before eating, after using the toilet and when moving between inside and outside areas.</p> <p>To show awareness of dangers and how to reduce them when playing.</p> <p>To confidently talk about what they can and cannot do and how they can improve.</p> <p>To be willing to try out new activities and tasks.</p> <p>To confidently talk about their own needs, wants and opinions.</p> <p>To independently put on their jumper, cardigan, coat, water-proofs turning pulling arms the correct way if necessary.</p> <p>To independently fasten their own coats and put on their own gloves.</p> <p>To independently gather together the resources they need to complete a task</p> <p>To independently choose tasks such as writing, phonics, handwriting maths during child-initiated activity times.</p> <p>To join in with adult led sessions and complete tasks to the best of their ability in the time allocated.</p> <p>To take pride in what they do.</p>	<p><u>Numerical Patterns</u></p> <p>To count beyond 20, recognising the number patterns</p> <p>To say the double of numbers up to 10.</p> <p>To explore odd and even numbers.</p> <p>To know number bonds for numbers 1-10 (1-5=5/2=3=5)</p> <p>To use shape names when playing with the construction and blocks and discuss their properties.</p> <p>To compose and decompose shapes.</p> <p>To be able to compare quantities when playing with the small world toys i.e., cars, dinosaurs.</p> <p>To begin to understand and use vocabulary related to time, position, weight, and length.</p>
<p>Physical</p> <p><u>Gross Motor</u></p> <p>To be able to negotiate people and obstacles when running.</p> <p>To catch, bounce and throw a ball effectively.</p> <p>To develop accuracy when throwing beanbags into hoops.</p> <p>To develop balance when moving across the trim trail</p> <p>To learn how to jump and land off an object safely (knees bent, feet together)</p> <p>To develop new ways of moving using the outdoor equipment, i.e., balancing, running, hopping, jumping, going over, under, around.</p> <p>To learn to ride a bicycle without stabilizers.</p> <p>To learn to skip with a rope.</p> <p>To develop an awareness of the importance of a healthy diet and be willing to try healthy foods.</p> <p><u>Fine Motor</u></p> <p>To hold and use a knife and fork effectively.</p> <p>To effectively use a paint brush, glue spreader, scissors.</p>	<p>Expressive Arts and Design</p> <p><u>Creating with Materials</u></p> <p>To join in with songs and rhymes within the class.</p> <p>To work in all areas of the classroom, using tools and materials available in each area.</p> <p>To create artwork collaboratively, sharing ideas.</p> <p>To design and make props for use in role play.</p> <p>To explain what they have made and how they made it.</p> <p>To use tools and equipment to create pictures and models with different textures, for a variety of reasons.</p> <p>To use different media to create different textures.</p> <p><u>Being imaginative and Expressive</u></p> <p>To confidently sing several nursery rhymes and songs.</p> <p>To perform stories, poems, and nursery rhymes with others.</p> <p>To make up their own stories and songs.</p> <p>To have the confidence to design, build, draw, or paint using their own ideas.</p> <p>To develop confidence in singing, dancing, and telling stories both individually, and in groups.</p>

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 develop a preference for a dominant hand.
To use correct letter formation and develop a neat legible style.

Understanding the World

Past and Present

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 the lives of those around them and their role in society

To begin to understand that objects change over time, i.e., how telephones, transport, kitchen gadgets have changed.

To begin to understand the past through stories.

People, Culture and Communities

To understand that all families are different.

To learn about jobs, think about what they would like to do when they are older and how they get there (university, college)

To begin to understand that not everyone believes or celebrates the same things.

To begin to understand the differences between us, physically, culturally, medically.

To describe the area in which they live, go to school.

To explore differences between where they live and other countries using stories and maps.

The Natural World

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 observe and draw different plants and creatures we see.

To compare different environments through stories.