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|  | **Baseline** | **During nursery** |
|  | **Autumn**  | **Spring** | **Summer**  |
| **Communication & Lang** | * Understand simple instructions like “give to mummy” or “stop”.
* Listen to other people’s talk with interest, but can easily be distracted by other things.
* Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’
* Start to develop conversation, often jumping from topic to topic.
* Use sentences of four to six words.
* Listen to simple stories and shows some understanding of what is happening, with the help of the pictures
* follow instructions with three key words
* understand simple questions and instructions like: who’, ‘what’ and ‘where’
* beginning to use word endings such as going and plurals eg cats
 | * Join in with stories, rhymes and poems with repeating phases
* Use plural words and a range of tenses although some may not be correct grammar
* Ask simple questions
* Show an understanding of the use of objects eg scissors for cutting
* Follow simple instructions
 | * To talk about familiar books
* Understand ‘why’ questions
* Listen to longer stories and remember parts, showing increasing attention and understanding, and can retell parts accurately
* Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
* Use 6 or more words in a sentence and begin to use longer sentences with connectors (eg and, because, but)
* Have a conversation with an adult or a friend and continue it for many turns.
 | * Use a wider range of language from stories and books they have heard
* Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
* Pronounce many sounds correctly with the exception of some that children may still find difficult (including

r, j, th, ch, and sh)* Use talk to explain what is happening and anticipate what might happen next
* To tell a story verbally.
* Express a point of view and begin to debate when they disagree with an adult or a friend, using words as well as actions.
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| **PSED** | * May need some encouragement and support leave carers
* Engages in solitary play, sometimes interacting with others with similar interests
* Expresses positive feelings and negative feelings through actions and maybe with some words
* beginning to show empathy for others – cry when others are crying, laugh when others are laughing
* Express preferences and decisions
* 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
* With support, begin to share or take turns with others
* Happy to explore classroom areas and activities with a familiar person nearby
* Child may be aware of their toileting needs, but need reminding to use the toilet and how to keep clean
 | * Follow directions
* Build a trusting relationship with adults in the class and peers and become more outgoing with unfamiliar people, in the safe context of their setting.
* Feel part of the class/school community
* Name feelings eg – happy, sad, angry, worried and link to facial expressions
* Understand gradually how others might be feeling.
* begin to seek out and invite others to play with them
* Be more independent, by selecting resources and exploring the setting
* Develop an Increasing ability to distract themselves if upset, and are willing to accept help with strategies from adults
* Name and identify different body parts
 | * Recognise their own and name their own feelings – happy, sad, angry/cross, worried
* to talk about their feelings
* show empathy and consideration for others needs and feelings
* Begin to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings
* Focus attention when on the carpet
* Realise they may need to wait if needs are not immediately met, and understands wishes may not always be met.
* Cooperate and begin to take turns with others in simple games with some reminding from an adult
* Show more confidence in new social situations.
* Remember some rules and understand why they are important without needing an adult to remind them all the time.
* Gain more bowl and bladder control, and can attend to own toileting needs most of the time by themselves
* Dress them self independently – coat on and off, Shoes and socks on independently – with some reminders of the right way round
 | * Recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings
* Express a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
* Understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to follow the rules of class
* Play with one or more other children, extending and elaborating play ideas
* Develop appropriate ways of being assertive.
* Talk with others to solve conflicts.
* Show an understanding of how to reduce risk and stay safe eg using equipment safely, holding scissors safely
* Wash and dry hands and understand why it’s important
* Notice change in their body after exercise
* work independently on eg – complete age/ability appropriate challenges set by adults,
* Be familiar with how I learn and have an introduction to our BLP learning powers, and begin to associate them with learning
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|  | **Baseline** | **During nursery** |
|  | **Autumn**  | **Spring** | **Summer**  |
| **Physical** | * Engage in mark making activities - Makes marks and scribbles on paper
* Holds scissors, often with both hands, learning to open and close the blades
* Picks up small objects with thumb and one finger (pincer grip)
* May hold mark-making tools in fist grip
* Holds a book and turns pages, sometimes turning more than one page at a time.
* Jumps with both feet leaving the ground
* Runs safely on whole foot
* Climbs up and down stairs with both feet on each step
 | * Opens/closes blades (not ready to use them on paper yet)
* hold one-handed tools with one hand and uses them with control, such as hammering with a play hammer
* Thread small objects, such as beads, on to a string
* Draw vertical and horizontal lines with mark making tools, and then large circles.
* Jump with both feet leaving the ground
* Balance on one foot and hold a position
* Use large-muscle movements – eg wave a flag or streamer
* Place themselves on a balance bike and move forward
* Progress from fist grip to Hold mark making tools with all fingers with hand pointing downwards
 | * Starts snipping paper (not moving forward with the scissors but making small snips)
* Continue to develop pencil grip, exploring 3 finger grips and then progress to a ‘beaky fingers’ grip.
* Develop ability to create closed shapes with continuous lines, and begin to use these shapes to represent objects.
* Walk down stairs using alternate feet and can climb up and down from low and medium apparatus
* Sit on balance bike and begin to move with more control, starting to glide with both feet off the floor
* Begin to explore balancing equipment safely, balancing across a large bench without help, progressing to think beam with some support,
 | * Snips paper moving forward
* Uses helping hand to hold and help to guide the paper (non-dominant hand)
* Draw faces with features, eyes, nose and mouth, and potato people (head with arms and legs)
* Use a dominant hand with good pencil grip
* Kick a stationary ball with increasing force and accuracy
* Throw a ball with increasing force and accuracy and can catch a ball with two hands
* Move in different ways eg- Skipping, running, hopping, slithering, rolling, sliding
* Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow block
* Push and glide themselves along on a balance bike with increasing control
* Become adaptive movers – eg move in different ways across a plank
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| **Literacy** | * Hold a book the right way up and turn pages, sometimes 2 at a time
* Enjoys stories being read and can listen for a short story that interests them
* Shows an interest in books independently
* Make comments and share some ideas about stories they hear
 | * Listen to and joins in with stories and poems, when reading one-to-one and in small groups
* Explore and have an interest in illustrations and words in print and digital books and words in the environment
* explore print and digital books independently
* Handle books and carefully and the correct way up, turning pages one at a time
* Recognise environmental sounds
* Match sounds to pictures (animals, indoor and outdoor sounds)
 | * Join in with repeated refrains and anticipates key events and phrases in rhymes and stories
* Talk about pictures
* Recognise familiar words and signs such as own name, advertising logos
* Know that we read English text from left to right and from top to bottom
* Show awareness of rhyme and alliteration
* Recognise rhythm in spoken words, songs, poems and rhymes
* Begin to hear and say the initial sound in words
 | * Tell own simple stories
* Name the parts of a book – front cover, back, page, title (name), words
* Recognise the main character of a story, and can recognise that a story has a beginning, middle and end.
* Suggest how the story might end
* Know information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)
* Clap or tap the syllables in words during sound play
* Orally blend simple sounds to make words
* Ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves
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| * Mark-makes, with scribbles, using different mark making tools
* Sometimes telling an adult ‘this is me’
 | * Imitate adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right
 | * Include mark making and early writing in their play
* Give meaning to their drawings and paintings
 | * Attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes, copying some letters
* Begin to make letter-type shapes to represent the initial sound of their name and other familiar words
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|  | **Baseline** | **During nursery** |
|  | **Autumn**  | **Spring** | **Summer**  |
| **Maths** | * Say some number names randomly, sometimes with numbers in order
* Show curiosity about numbers, amounts and counting.
* Recognise when a group has noticeable more than another.
* Recognises and joins in with repeated sounds and actions on songs and rhymes
* To be able to complete simple insert puzzles
* Identify items that are big/small
* Responds to some positional language such as in and on
 | * Recognise some numbers of significance
* Join in with counting songs using 1 more and 1 less
* Explore and recognise patterns in animals, shapes, clothes and in the environment
* Copy and continue a pattern using sounds and actions
* Name colours red, yellow, blue, green, pink, orange, black, white,
* Recognise more and less when comparing quantities up to 5 objects
* Use shapes in play, making new shapes/pictures by combining shapes
* Count in order 1-5 by rote, then to 10
* Use number names in play, often larger numbers
* Begin to count using 1:1 correspondence up to 3,
* Recognise that the last number they say represents the total counted
 | * Recognise numbers between 1 – 5
* Begin to count on fingers
* Continue a repeating pattern using 2 items (AB, AB) then 3 – (ABC, ABC)
* Count confidently using 1:1 correspondence up to 5 and then 10 items
* Subitise – (recognise patterns of amounts) know that groups of 1, 2, and 3 items without counting every time
* Compare sizes, and use words such as big/bigger, small/smaller, tall/taller,
* Name 2D shapes circle, square, rectangle, triangle, star and find them in pictures and the environment
 | * Link numerals with amounts up to 5
* Experiment with their own symbols and marks as well as numerals.
* Create own simple repeated patterns (AB. AB)
* order 3 items in size including height
* use informal and mathematical language when talking about shapes ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.
* Develop an understanding of position words - ‘in’, ‘on’, ‘under’, ‘up’, ‘down’, ‘besides’ and ‘between’.
* Explore capacity – use language such as full, empty
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| **Understanding of the world** | * Identify and match animal sounds
* Knows they are not a ‘baby’ and have got bigger.
* Notice differences between people eg boy and girl, long hair, short hair etc
* play imitate everyday actions and events from their own family and cultural background eg home corner
* Explore natural materials, indoors and outside.
* Children show an interest in different toys, and know how to make a range of toys work by puling, pushing, turning twisting etc.
 | * Talk about their own family
* Recognise they have changed from when they were a baby and shows curiosity in pictures of themselves and others as babies
* Show some interest in and joins in with family customs, eg birthday parties, religious celebrations, seeing family
* Explore collections of materials with similar and/or different properties.
* Name some natural objects found in our environment – eg acorn, pine cone, daisy
* talks about special times
* Know that they live in Hemel Hempstead, in England, UK
 | * Recognise that families are made up of people of all ages
* Show interest in lives of people around them eg family, friends and teachers.
* Begin to identify what makes them special and unique, and how this can differ for different people
* Match animal adults to their babies
* Categorise animals that live in the same place eg – farm animals, sea animals
* Talk about what they see, using a wide vocabulary.
* Talk about the weather and seasons
* Explore different electrical toys and forms of technology including CD player, IPad, Torches, microphones, programmable toys, IWB and other electrical toys with support and guidance
* Know that some toys need batteries, or a plug to provide electricity to work
* show interest in stories representing different countries and places around the world
* Have an understanding that the world is made up of lots of different countries and places
 | * Begin to make sense of their own life-story and family’s history.
* Show interest in different occupations and ways of life
* Continue developing positive attitudes about the differences between people.
* Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
* Use all their senses in hands-on exploration of natural materials.
* Plant seeds and care for growing plants.
* Know what a plant needs to grow, and the changes that happens eg, seed, seedling, flower
* Look at the key features of the life cycle of an animal/mini beast, recognising that they grow and change.
* Begin to understand the need to respect and care for the natural environment and all living things.
* Begin to make sense of their own life-story and family’s history.
* Talk about the differences between materials and changes they notice.
* Show respect for Gods world and all living things
* Complete an age appropriate activity or game on the Ipad or IWB with some guidance or support from an adult
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|  | **Baseline** | **During nursery** |
|  | **Autumn**  | **Spring** | **Summer**  |
| **Expressive arts and design** | * Makes marks. Draws circles and lines.
* Explores construction toys
* Engage in simple pretend play with familiar resources eg home corner and begin to imitate things they have seen adult do –eg pouring tea from a pot in to a cup
* Explores instruments by banging, shaking
* Can hold a paintbrush in the palm of their hand
* Explore sticking activities with paper using glue sticks / PVA glue
* Shows interest in music and songs and moves body to music
* Joins in with some simple songs and rhymes
* use voice to make simple sounds in play such as car noises and animal noises
* Enjoys using hands, feet and fingers to paint, will paint a whole sheet of paper, with little or no intention, and uses brushes in a fist grip
* Can name prime colours and some other colours accurately eg red, blue, yellow, green, pink, purple
 | * Stick boxes/paper together randomly using glue provided
* Explore colours and colour mixing activities
* Explore model making eg. using construction toys
* Play alongside others in role play area with some support to interact
* name some instruments eg shaker, drum, claves, symbol
* Play and stop on command
* Copy actions/sing parts of a nursery rhyme / song
* Move/ respond to music
 | * Create a simple representation of people and objects using different media eg paint, pens, crayons
* Begin to develop stories using small world equipment like animal sets, dolls and dolls houses
* Play alongside others, occasionally interacting in play together
* Play instruments in a specific way when asked– loud quiet, fast, slow
* Can sing a large repertoire of songs
* Move/ respond to music / songs showing some rhythm
 | * Select boxes and recyclable materials and stick together using glue with an idea of what to make
* Use variety of materials to create models and pictures – (tissue paper, buttons, pompoms, glitter, clay, playdough, recycled material)
* Use available props and toys in play, create imaginary ones or use available resources
* Make imaginative ‘small worlds’ combining toys eg construction kits and animals.
* create enclosed spaces with construction toys with walls and empty space
* copy a simple beat /pattern
* Sing the pitch of a tone sung by another person (‘pitch match’) and sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
* Make up some songs or rhymes often using a familiar tune or repeated phase.
* Talk about how music makes them feel
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| **RE** | * Recognise they are part of a family, and that families love and care for each other
 | * Join in with collective worship
* Join in with daily worship songs, copying some of the actions and singing some of the words
* Learn our morning and end of day prayer
* Copy the sign of the cross when the adult shares prayer time
 | * Know that we are part of a school family and church family and love each other as a family does
* Recognise that Jesus is the light of our world and that he loves us
* Know Mary is Jesus’ mother
 | * Listen to a range of Bible stories and recall some details
* Recognise our Church and learn that it is a special place where God’s family gather
* Engage in Godly play
* Name special times in our faith eg. Christmas and Easter
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