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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. |
| **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 |
| **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 |
| * 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 |
| **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 |
| **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 |