



Wheatfields Infants' and Nursery School Early Years Progression and Milestones Overview

Area of Learning	EARLY YEARS CHECKPOINT 1: Baseline for January N1	EARLY YEARS CHECKPOINT 2: N1 end of Spring term	Baseline for Easter starters N1	EARLY YEARS CHECKPOINT 3 January N1 / Easter N1
Listening, attention and understanding	- May be engrossed in their own play but can briefly look up when their name is called. - Show comfort or notice familiar sounds, songs, or voices in the environment. - Copy a gesture or a word - Listen to others with interest but can easily be distracted.	- Shift attention from play to listen when their name is called by a familiar adult. - Enjoy short, repetitive rhymes and songs. - Listen and respond to simple instructions. - Begin to listen to unfamiliar adults	- Respond to simple, single-step instructions with visual cues (e.g., "sit down"). - May listen to unfamiliar adults - Sit and listen to a very short story with a familiar adult. - Understands simple who and what questions	Listens to unfamiliar adults with visual prompts or adult support
Speaking	- Communicate primarily through crying, gestures (pointing, reaching), or vocal sounds to express immediate needs. - May use heavy reliance on home language or single-word utterances with familiar adults.	Communicate needs primarily through single words, core home languages, or gestures (pointing/shaking head).	- Use 2-word phrases to express immediate wants and needs (e.g., "more milk", "go outside"). - Begin to start conversations with peers or staff jumping from topic to topic. (I got there! Mummy coming?)	- Be familiar with the setting of a story - Begin to communicate with words and gestures to staff
Self-Regulation	- Frequently check in with a key person to settle (add) - May show distress at separation and look to adults for emotional reassurance.	Settle into the environment with significant, continuous support from a key person at drop-off.	Separate from parents with short-term support; accept comfort from a familiar school adult.	- Separate from their parent at the start of the day with some support at the second door (January starters at first door) - Begin to develop some friendships with other children
Managing Self	- Seeks adults for support with personal care e.g. wiping, putting on a coat - Mainly passive or resistant during dressing tasks.	Show willingness to explore the room; allow adults to help them with coats and shoes.	Cooperate with dressing tasks (e.g., putting arms into sleeves held open by an adult).	- Begin to select activities to do with some adult support - Beginning to grow in independence "me do it"
Building Relationships	- Play independently (solitary play) or watch adults and other children from a distance. - May cling or stay close to a preferred adult	Engage primarily in solitary play; watch other children playing nearby.	Engage in parallel play (playing next to another child using similar resources).	Play alongside or with well-known adults or children

Gross Motor Skills	Walk and move around at their own pace but may occasionally bump into large objects or lose balance on uneven surfaces.	- Walk safely around the indoor environment, navigating low obstacles without bumping into things. - Begin to fit themselves into spaces, like tunnels, dens and large boxes and move around them.	Squat to pick up a toy from the floor and stand back up without losing balance.	Begin to explore resources and the environment outside such as stepping on large stepping stones and digging in the sand pit
Fine Motor Skills	- Explore resources by picking them up using the whole hand (palmar grasp). - Drop or release objects intentionally but without precise placement.	- Use a whole-hand palmar grasp to hold large objects, blocks, or chunky mark-making tools. - Clap and stamp to music.	Pick up smaller objects using a developing pincer grasp (thumb and fingers).	Begin to explore with small building materials such as wooden blocks and Duplo when playing
Comprehension	Look at a book when held by an adult; may enjoy turning pages randomly or pointing at illustrations.	- Handle books, turn pages roughly, and show interest in looking at colourful illustrations. - Beginning to respond to pictures and or words	Notice print in the environment (e.g., pointing to pictures or logos on toy boxes).	Begins to enjoy songs, rhymes and tuning in.
Word reading	Show a fleeting interest in bright, high-contrast images or logos in books or the environment.			Listens to rhymes and stories
Writing	Passively hold a mark-making tool or use it to track/bang on paper without intentional mark production.	Make random, accidental marks on paper or in sensory materials (shaving foam, sand).	Begins to explore mark making with support	Explores mark making using a variety of tools with support
Number	Encounter counting sounds or rhymes in the background without demonstrating any conscious awareness or tracking.	Notice numbers or counting sounds in songs without necessarily attributing meaning to them.	- Use some number words randomly during play (e.g., shouting "one, five, ten!"). - Count in everyday contexts, sometimes skipping numbers '1, 2,3,5' without 1:1 correspondence. - Match identical objects by exact colour.	Begins to use some numerical language in play e.g. "I'm playing with two cars"

Numerical Patterns	May notice identical items when placed side-by-side but do not yet actively group or match them	Notices big/small differences in real-world contexts (e.g., wanting the "big" ball or "big" biscuit).	- Begins to match objects that are identical by type or size during casual play (e.g., putting two identical cars together). - Begins to explore inset puzzles	- Begin to talk use some mathematical language in play and conversation e.g. "I have a little brother". - Sort and match by colour.
Past & Present	Stare at or show comfort when looking at a photo of a parent or primary caregiver.	Recognise photos of themselves and their immediate family members (parents/siblings).	- Identify themselves as an individual and show an awareness of their own immediate belongings. - Notices differences between people	Talks about themselves.
People, Cultures and Communities	Aware of themselves as separate from others, primarily responding to their own immediate comfort and physical needs.	Enjoys looking at photos of themselves, their peers, and familiar adults displayed in the setting.	Demonstrates an awareness of their immediate surroundings and shows comfort with the routine/structure of the classroom.	Shows interest in photos of diverse families, celebrations or community helpers
The Natural World	Look at or touch sensory elements (water, grass, sand) but may be hesitant or overly cautious about textures.	Explore natural materials (water, mud, leaves) using hands-on sensory manipulation.	Beginning to Show curiosity about living things by pointing at insects, plants, or animals outside.	Talks about what they can see in the natural world.
Creating with Materials	Explores materials, using all their senses to investigate them. Manipulating and playing with them.	Explore the physical properties of media (banging blocks together, squishing playdough).	- Begin to use simple tools or construction blocks with intention (e.g., stacking 2-3 blocks or pushing a rolling pin into playdough). - Begins to explore paint, using fingers and other body parts as well as tools such as brushes.	- Begin to explore mark making. - Begin to explore and experiment with building materials.
Being Imaginative and Expressive	Respond to music or singing by changing their body movements (stilling, swaying, or smiling).	Claps, taps, or sways rhythmically when music or a familiar song is played.	Attempts to imitate simple physical actions or vocalize sounds during familiar nursery rhymes (e.g., doing the hand actions for "Twinkle Twinkle").	Begin to join in with songs and rhymes, making some sounds.

Area of Learning	EARLY YEARS CHECKPOINT : 4 Nursery (N2) Autumn Baseline for children starting in September. Any child who had been N1 will already have baseline	EARLY YEARS CHECKPOINT 5: Nursery (N2) end of Autumn term	EARLY YEARS CHECKPOINT 6: Nursery (N2) end of Spring term	EARLY YEARS CHECKPOINT 7: Nursery (N2) end of Summer term
Listening, attention and understanding	Begin to listen to unfamiliar adults	- Listen to unfamiliar adults - Maintain attention when listening to short stories	- Listen to unfamiliar adults in group settings - Answer questions in a short sentence of 2-3 words - Maintain attention when listening to longer stories	- Respond to questions such as 'why do you think the caterpillar got so fat?' with a simple reason. - Respond to two instructions e.g. 'Get your coat and stand at the door). - Begin to have a two-way conversation with support from an adult. - Show Ore owl how to be a good listener.
Speaking	- Be familiar with the setting of a story - Begin to communicate with words and gestures to staff	Use words or actions to communicate wants and needs (I'm thirsty, I'm hot, Can I go outside)	- Say a sentence containing 3-4 words through their play e.g. 'You go there,' 'I'll be the driver' and using some of the new vocabulary they have learnt - Say whether they think something is right or not right (and can argue)	- Say a sentence containing 4-6 words - Say whether they think something is right or not right and start to explain why - Re-tell a simple story with adult prompting - Starts a conversation with an adult or friends and continues it for many for a few turns.
Self-Regulation	Separate from their parent at the start of the day with some support at the second door	- Follow at least 1 instruction - Begin to show and talk about how they are feeling, with adult help if necessary - Begin to wait for their turn	- Follow a simple instruction with more confidence - Follow classroom rules with some adult prompting - Begin to show and talk about how they are feeling with more confidence	- Show they are beginning to understand how others might be feeling - Talk about their feelings using 'happy,' 'sad,' 'worried'. - Follow a series of 2 instructions - Follow classroom rules without needing to be reminded. - Use the emotional word of the week with adult support

Managing Self	• Begin to select activities to do with some adult support	• Select an activity and use resources with adult help only when needed. • Put on a coat using the flip method.	• Put away and collect their own things independently • Fasten their own coat • Name body parts (head, shoulders, tummy, back, feet, arms, ears, eyes, toes and fingers)	• Show more confidence when trying new activities, with adult support if necessary • Select resources independently when playing and in CIL. • Get changed for Forest School with some adult support where necessary. *Talk about what is healthy food and what is not with some support
Building Relationships	• Play alongside or with well-known adults or children	• Play alongside or with another adult or child who is less well-known to them	• Play with at least 2 other children, known and less well-known, with more confidence and for longer periods of time	• Take turns with some adult support if necessary. • Begin to say 'Can I have a turn?' 'Stop please, I don't like it'. • Play with children in small groups of 3-5
Gross Motor Skills	• Begin to explore resources and the environment outside such as stepping on large stepping stones and digging in the sand pit • Runs with spatial awareness and avoids obstacles	• Begin to climb safely. Reach the top of the rope apparatus outside • Copy the actions of an adult • In PE and outside, explore moving in different ways	• Stand on 1 leg for 2-3 seconds • Remember and follow visuals to copy a sequence of 3-6 moves with adult support • Climb with increased confidence on a wider range of apparatus	• Balance for 3 seconds independently. • Begin to hop-aim for 5, 1 foot to the other • Jump 2 feet to 2 feet • Begin to skip • Stand on one leg for at least 3 seconds • Remember and follow visuals to copy a sequence of 3-6 moves independently being spatially aware and could add own challenge
Fine Motor Skills	• Begin to explore with small building materials such as wooden, blocks and Duplo when playing	• Use a thick paintbrush or large mark-making tool to create different effects • Snip using scissors in any way • Thread using large holes in a board • Begin to use a tripod grip to form lines, circles and other shapes	• Snip using scissors correctly • Start threading through large beads • Form some recognisable letters in their name	• Explore a range of paintbrushes and mark-making tools to create different effects • Use scissors to cut in a strength line *Thread through small beads • Draw a person with arms, legs and a face. Write their name

Comprehension	Begins to enjoy songs, rhymes and tuning in.	- Enjoy songs and rhymes, tuning in and paying attention - Begins to enjoy sharing books with an adult. - Makes comments and shares their own ideas.	- Pay attention and respond to the pictures or the words. - Begin to have favourite books and seek them out, to share with an adult, with another child or look at alone. - Begins to ask questions about the book. - Repeat words and phrases from familiar stories with some support. - Beginning to develop simple play around favourite stories using props	- Beginning to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Begin to anticipate (where appropriate) key events in stories. - Beginning to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. - Begin to describe a sequence of events using words such as first and then
Word reading	Listens to rhymes and stories.	- Begin to develop phonological awareness to; - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound with support	- Know the names of the different parts of the book - Know that print has meaning - Know that the pages in a book are organised in a set sequence - Develop their phonological awareness to; - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound with support	- Know that print can be for different purposes - Understand we read English text from left to right and from top to bottom. - Develop their phonological awareness to; - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound
Writing	Explore mark making with support	Confidently use a range of mark tools to create straight and curved lines.	- Beginning to develop a tripod grip. - Beginning to form the initial letter of their name.	- Securely use a tripod grip. - Form the initial letter of their name and some other letters.

Number	Begins to use some numerical language in play e.g. "I'm playing with two cars"	- Begin to recognise the numerals 0,1 and 2 - Begin to use one number for each action	- Recognise the numerals 0,1 and 2. - Begin to recognise the numerals 3, 4 and 5. - Say one number for each action with support. - Begin to know that the last number reached when counting a small set of objects tell you how many there are in total. - Show finger numbers up to 5.	- Subitize to 3. Recognise numerals to 5, including 0. - Recite past 5. - Count up to 5 objects, actions and sounds. - Say one number for each action. - Be secure in the knowledge that the last number reached when counting a small set of objects tell you how many there are in total. - Link numerals and amounts up to 5. - Compare quantities using the language of more than and fewer than. - Solve maths problems with numbers up to 5.
Numerical Patterns	- Begin to talk use some mathematical language in play and conversation e.g. "I have a little brother". - Sort and match by colour.	- Name star, heart..... - Begin to compare objects in terms of size. - Begin to identify patterns using informal language e.g. spots and stripes.	- Begin to see position words e.g. under, next to, behind. - Name circle, triangle, square. - Begin to use position words e.g. under, next to, behind. - Begin to compare objects in terms of size, lengths weight and capacity. - Through creative activities begin to select and combine appropriate shapes to make models.	- Talk about and explore 2-D and 3-D shapes and their properties (side corners, straight, flat, round, fat). - Use position words e.g. under, next to, behind. - Describe a familiar route using words like in front of and behind. - Securely compare objects by size, weight, length and capacity. - Through creative activities select and combine appropriate shapes to make models. - Extend and create ABABA patterns - leaf, stick, leaf, stick. - Notice and correct errors in repeating patterns.
Past & Present	Talks about themselves.	Begin to make sense of their own personal history by looking at the floor book and using the language of a long time ago with support from an adult.	Begin to make sense of their own personal history by looking at the floor book and using the language of a long time ago, before, days of the week, last week with support from an adult.	Begin to make sense of their own personal history by looking at the floor book and using the language of a long time ago, before, days of the week, last week.

			• Show interest in different occupations.	
People, Cultures and Communities	Talks about themselves and their immediate surroundings	Begin to develop positive attitudes about the difference between people. Begin to look at different countries in the world.	• Begin to explore how things work. Continue to develop positive attitudes about the difference between people. • Begin to know that there are different countries in the world and talk about the differences they have and experiences or seen in photos.	• Explore how things work. • Continue to further develop positive attitudes about the difference between people. • Know that there are different countries in the world and talk about the differences they have and experiences or seen in photos.
The Natural World	Talks about what they can see in the natural world.	• Begin to understand key features of the life cycle of small creatures with support. • Begin to explore and talk about different forces they can feel linked to floating and sinking. • Talk about the difference between materials and changes they notice (linked to making playdough and floating and sinking.) • Begin to explore how things work with support. • Begin to use all their senses in hands-on exploration of natural materials with support. • Begin to explore collections of materials with similar and /or different properties with support. • Begin to talk about what they see, using a wide vocabulary with support.	• Begin to understand key features of the plant life cycle with support. • Begin to explore and talk about different forces they can feel linked to wind and weather. • Talk about the difference between materials and changes they notice. • Linked to making playdough, floating and sinking, making porridge, ice, and making kites. • Begin to explore how things work with some support. • Begin to use all their senses in hands-on exploration of natural materials with some support. • Begin to explore collections of materials with similar and /or different properties with some support. • Begin to talk about what they see, using a wide vocabulary with some support.	• Begin to understand the key features of plant and animal life cycles independently. • Begin to explore and talk about different forces they can feel linked to floating and sinking, wind weather and magnetism. • Talk about the difference between materials and changes they notice. • Linked to making playdough, floating and sinking, making porridge, ice, making kites, magnetism and ice lollies or cake, • Begin to explore how things work. • Begin to use all their senses in hands-on exploration of natural materials. • Begin to explore collections of materials with similar and /or different properties. • Begin to talk about what they see, using a wide vocabulary.
Creating with Materials	• Begin to explore mark making. • Begin to explore and experiment with building materials.	• Begin to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Begin to explore different materials. • Begin to manipulate and play	• Begin to express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them.	• Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures.

		with different materials. *Begin to use their imagination as they consider what they can do with different materials. *Begin to make simple models.	- Manipulate and play with different materials e.g. play dough, building materials, card and paper. - Begin to make marks intentionally. - Use their imagination as they consider what they can do with different materials. - Make simple models which express their ideas.	- Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Explore colour and colour-mixing.
Being Imaginative and Expressive	Begin to join in with songs and rhymes, making some sounds.	- Show attention to sounds and music. - Begin to respond emotionally and physically to music when it changes. - Move and dance to music. - Anticipate phrases and actions in rhymes and songs, like 'Peepo'. - Explore their voices and enjoy making sounds. - Begin to pretend play, pretending that one object represents another.	- Join in with songs and rhymes, making some sounds. - Make rhythmical and repetitive sounds. - Explore a range of sound-makers and instruments and play them in different ways. - Begins to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.

Area of Learning	EARLY YEARS CHECKPOINT 8: (Reception Baseline)	EARLY YEARS CHECKPOINT 9:Reception end of Autumn term	EARLY YEARS CHECKPOINT 10: Reception end Spring term	EARLY YEARS CHECKPOINT 11: Reception end of summer term
Listening, attention and understanding	- Listen with interest and recall what they have heard when being read to during small groups. - Join in with repeated refrains. - Answer questions using sentences of at least 4-5 words - Follow a simple directions/instruction	- Listen attentively and respond to what they hear (songs, stories, rhymes) with comments and actions when being read to during small group interactions. - Make comments about what they have heard when looking at pictures - Hold conversation when engaged in back-and-forth exchanges with their teacher - Identify simple rhyming words	- Listen attentively and respond to what they hear by answering relevant questions, making comments and actions when being read to during small group interactions. - Understand how to listen carefully and why listening is important. - Listens to and makes comments about what they have heard and ask questions to clarify their understanding. - Hold a longer conversation when engaged in back-and-forth exchanges with their teacher and peers	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers over longer, more sustained periods of time
Speaking	- Use vocabulary that reflects the breadth of their experiences - Uses talk in pretending that objects stand for something else in play e.g. "This box is my castle" - Use sentences of at least five words. - Answer simple why questions	- Participate in small groups, using vocabulary focussed on objects and people that are of particular importance to them - Comment on things that they have observed. - Express their ideas and feelings about their experiences using full sentences containing 6-8 words, most of the time - Start to use past tense words with modelling and support from their teacher if necessary	- Participate in small groups, using recently introduced vocabulary. - Offer explanations for why things have happened, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences consistently using full sentences, including detail such as use of past and present tenses with less modelling and	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher if necessary

		• Use props and puppets to retell a story. • Retell stories in role-play	support needed from their teacher • Begin to use connectives (and, because).	
Self-Regulation	• Communicate how they are feeling with words such as 'happy,' 'sad,' 'worried' and the emotional word of the week • follow at least two simple instructions • Follow classroom rules	• Show an understanding of their own feelings using vocabulary learnt • Work towards simple goals, being able to wait for what they want. • Give focused attention to what the teacher says, beginning to respond appropriately, showing an ability to follow instructions involving ideas or actions. • Get changed for Forest School with minimal adult help.	• Show an understanding of their own feelings and begin to regulate their behaviour. • Work towards simple goals, being able to wait for what they want and are beginning to control their immediate impulses when appropriate. • Give focused attention to what the teacher says, beginning to respond appropriately when engaged in activity, and show an ability to follow instructions involving ideas or actions.	• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Follow a series of at least 3 instructions independently. • Use the "emotion word of the week" that they have been taught during the year independently.
Managing Self	• Become more confident to talk to and with unfamiliar people • Become more confident in new social situations • Select their own and use resources and activities with adult support if necessary • Asks to use the toilet independently and	• Show confidence to try new activities and show increasing independence • Explain the rules of the classroom, knowing right from wrong. • Put on own clothing such as coat, cardigan, gloves etc. • Usually dry and clean during the day • Talk about and categorise the different food they	• Show increasing confidence to try new activities and show independence and resilience • Explain the reasons for rules, knowing right from wrong • Fasten and unfasten buttons • Zip own coat • Name some of the food group • Talk about how they can stay healthy (get enough sleep, stay clean, not too much time on	• Show confidence and willingness to try new activities • Show independence, resilience and perseverance in the face of challenge when playing and learning • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and

	washes hands with prompting.	eat (apple/fruit, carrot/vegetable) • Participates fully in PE lessons • Wash hands effectively.	devices etc) and which foods you should have more or less of	understanding the importance of healthy food choices.
Building Relationships	• Plays in a group and can initiate play with others.	• Work and play cooperatively and take turns with others. • Form a positive attachment to an adult and friendships with peers. • Demonstrate friendly behaviour towards others. Talk/activity with 1 other child not of their choosing.	• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own needs and to others' needs. • Talk/activity with 2 other children not of their choosing.	• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
Gross Motor Skills	• Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	• Begin to combine and sequence at least 6 movements in dance and PE	• In gymnastics and PE lessons and their play; show increasing ball skills (pushing, patting, throwing, catching or kicking) • Travel with confidence and skill around, under, over and through balancing and climbing equipment • Hold balanced shapes • Jump off an object (2 feet to two feet)	• In Games/Athletics (Sports Day) negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically when running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills	• Show a preference for a dominant hand • Snip and cut in a straight line with	• Use a pencil, in a finger grip, showing a preference for a dominant hand, effectively to form some recognisable letters	• Use a pencil in the modified tripod grip, effectively to form recognisable letters of the alphabet	• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases to form recognisable

	scissors more confidently • Complete more complex threading activities • Accurately copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes • Draw a more detailed person with arms, legs, a head, feet and hands	• Handle tools, objects, construction and malleable materials safely and with increasing control • Select and use simple tools to create different effects eg paintbrushes, drawing media e.g. oil pastels, crayons, glue spreader, Sellotape scissors • Create simple representations of events, people and objects • Draw a face	• Handle a wider range of tools, objects, construction and malleable materials safely and with increasing control • Uses simple tools to effect changes to materials. (Hole-punching/split pins) • Select different size paintbrushes to create different effects	letters, most of which are correctly formed • Use a range of small tools, including scissors, paint brushes and cutlery with increasing confidence and accuracy • Select different drawing materials in order to create different effects • Begin to show accuracy and care when drawing
Comprehension	• Listen with interest when being read to during small groups • Re-tell stories and narratives using their own words and new vocabulary during discussions about stories, non-fiction, rhymes and poems • Use new vocabulary with increasing confidence when playing with peers and in role play • Anticipate key events in stories	• Answer simple retrieval questions about a text which has been read to them • Use recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play with confidence • Explain what new words mean, with adult support when necessary	• Demonstrate understanding when talking with others about what they have read. • Use recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play • Explain what new words mean independently	• Securely demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Securely anticipate – where appropriate – key events in stories • Securely use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play
Word reading	• Recognise own name and other familiar signs such as logos • Group words with the same initial sounds	• Hear and say initial sounds in words • Orally segment and blend the sounds in simple VC and CVC words containing phase 2 sounds	• Segment the sounds in simple CVC, CCVC and CVCC words containing Phase 3 sounds and blend them together within a phrase • Read longer words by chunking	• Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound blending

	• Recognise rhyming words • Count or clap syllables in a word • Identifies some initial sounds and oral rhyming in games	• Knows which letters represent some of them • Link sounds to letters, naming the letters of the alphabet • Continue a rhyming string • Reading phase 2 set 5	• Read words with suffixes and double letters • Reading Phase 3 set 2.	• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Reading Phase 4 set 2.
Writing	• Show a preference for a dominant hand • Copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes accurately • Write some or all of their name • Write some letters accurately	• Ascribe meaning to marks • Write own name • Use some clearly identifiable letters to communicate meaning • Link sounds to letters, naming the letters of the alphabet • Write initial sounds of words • Using finger grip	• Write independently during play • Write CVC words (words containing both phase 2 and phase 3) • Write labels and captions and simple sentences which can be re-read themselves • Using modified tripod grip.	• Sit correctly at a table, holding pencil comfortably • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others
Number	• Count accurately to 5 • Show the correct number of objects to match a given number up to 5 • Count 1:1 correspondence up to 5 • Begin to subitise to 3.	• Select the correct numeral to represent 1 to 5 objects • Record using marks or physical apparatus based on taught models • Count objects to 5 • Count 5 objects from a larger group • Show the different ways of making numbers to 5 (Composition of each number) • Confidently subitise to 3 • Compare quantities of two groups with identical objects.	• Recognises numerals 1 to 10 • Select the correct numeral to represent 1 to 10 objects • Record using marks or physical apparatus based on a taught model • Count objects to 10 • Count 10 objects from a larger group • Show the different ways of making numbers to 10 (Composition of each number) • Compare quantities of two groups with identical objects. • Combine two groups to find the whole (numbers).	• Demonstrate a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Numerical Patterns	• Know that numbers identify how many objects are in a set • Compare two groups using language 'more' and 'fewer' • Compare objects by size/shape • Use and understand positional language 'in-front, behind, on, under and in' • Extend and create an ABAB pattern.	• Count to 10 confidently • Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 5 • Say the number that is one more and one less than a number to 5 • Copy a pattern ABCABC (leaf, stick, stone, leaf, stick, stone) • Experiment with objects saying when they are heavy/light, full/empty, big/small	• Count to 20 confidently • Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 10 • Say the number that is one more and one less than a number to 10 • Identify which numbers to 10 are odd and which are even • Complete a complex pattern • Compare and make predictions about objects saying when they are heavy/light, full/empty, big/small	• Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
Past & Present	• Talk about who is in their family and who is important to them	• Talk about the lives of those in their own families and their roles in society • Know some differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through characters encountered in books read in class and storytelling	• Talk about the lives of other familiar people (their teacher, their local shop keeper, etc) around them and their roles in society • Know some similarities between things in the past and now, drawing on their experiences and what has been read in class • Compare and contrast settings and characters encountered in books read in class and storytelling including figures from the past	• Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Compare and contrast through settings, character, images and events encountered in books read in class and storytelling
People, Cultures and Communities	• Talk about their own likes and dislikes • Talk about who they are and where they live	• Describe their immediate environment using knowledge from observation and discussion • Know some differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	• Describe their immediate environment using knowledge from observation, discussion and stories • Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities between life in this country and	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

		Explain some differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps	life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps
The Natural World	Talk about the things they can see in the natural world	- Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Talk about processes and changes in the natural world around them, including the seasons and changing states of matter	- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Identify processes and changes in the natural world around them, including the seasons and changing states of matter	- Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Creating with Materials	Experiment with a variety of resources and materials deciding what to use and make	- Drawing; create simple representations of events, people and objects - Draw a face Colour; name primary colours and choose particular colours to use for a purpose Texture; explore and experiment with different materials to compare textures - Know that materials that are soft/rough/shiny	- Drawing; create simple representations of events, people and objects - Draw a person with at least 8 features - body, head, arms, legs, eyes, mouth, nose, hair Colour; name primary and secondary colours and explore what happens when colours are mixed Texture; choose appropriate materials for a purpose Form; select the most appropriate joining technique	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour (experimenting with light and shade using specific terminology- light, shade, dark, tone) Design (plan with an intended outcome) Texture; plan and choose appropriate materials for a purpose form and function (create something for a purpose) - Share their creations, explaining the process they have used

		• Form; use glue and Sellotape/ masking tape to combine materials • Design; say what they intend to create • Function; replicate an existing model • share their creation with others • use life like, available or modelled props to support role play	for the purpose of their model (hole punch and split pin) • Design; plan with reasoning • Function; adapt an existing model • talk with others about their creation and what they like about it • adapt the intended purpose of an object to meet their role play needs e.g. banana is a phone.	• make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive	• remember and sing their favourite nursery rhyme or song	• recount narratives and stories with peers and their teacher • sing a range of well-known nursery rhymes and songs.	• adapt and begin to invent narratives and stories with peers and their teacher • perform songs, rhymes, poems and stories with others and - when appropriate try to move in time with music to express their feelings	• invent, adapt and recount narratives and stories with peers and their teacher • sing a range of well-known nursery rhymes and songs • perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music