

AGE	COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL	PHYSICAL DEVELOPMENT	LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD
2	<p>Listen and respond to a simple instruction. Use gestures like waving and pointing to communicate. Use intonation, pitch and changing volume when 'talking'. Recognise and point to objects if asked about them. Can become frustrated when they can't make themselves understood. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>	<p>Drinks from a straw. Puts arms in sleeves. Stacks 6 cubes. Puts cube into performance block. Opens boxes, cabinets, and drawers. Uses a spoon and begins to become less messy. Washes and dries hands with help</p>	<p>Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. Clap and stamp to music. Enjoy starting to kick, throw and catch balls. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Learn to use the toilet with help, and then independently.</p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing. Develop play around favourite stories using props. Ask questions about the book. Makes comments and shares their own ideas. Enjoy sharing books with an adult. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Make marks on their picture to stand for their name.</p>	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climb and squeezing selves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.</p>	<p>Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.</p>

3-4	<p>Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts. Understand 'why' questions. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals. May have problems saying:</p> <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh. <p>Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play.</p>	<p>Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. Collaborate with others to manage large items. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use chopsticks, a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. Be increasingly independent in meeting their own care needs.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some letters accurately.</p>	<p>Fast recognition of up to 3 objects, without having to count them individually. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Link numerals and amounts. Solve real world mathematical problems with numbers up to 5. Compare quantities using language. Talk about and explore 2D and 3D shapes. Understand, discuss, and describe routes and locations. Make comparisons between objects relating to size, length, weight and capacity. Combine shapes to make new ones. Talk about and identifies the patterns around them. Extend and create ABAB patterns. Begin to describe a sequence of events.</p>	<p>Use all their senses in hands-on explorations. Explore collections of materials. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue to develop 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.</p>
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4-5	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text. Learn rhymes, poems and songs. Engage in and talk about non-fiction books.</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.</p>	<p>Revise and refine the fundamental movement skills they have already acquired. Develop the overall body strength, co-ordination, balance and agility. Develop their small motor skills so that they can use a range of tools. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing. Further develop the skills they need to manage the school day successfully.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>Talk about, name, and describe members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>
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5-6	<p>Listen and respond appropriately to adults and their peer. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>	<p>Playing with other children with shared aims within play. Playing imaginatively for instance playing in the home-corner, dressing up and cooking. Engaging in games with simple rules (e.g. hide and seek). Engaging in play which includes themes never personally experienced (e.g. going to space). Negotiating during play. Engaging in well-organised play.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Develop competence to excel in a broad range of physical activities. Are physically active for sustained periods of time. Engage in competitive sports and activities. Lead healthy, active lives. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.</p>	<p>Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters). Read accurately by blending sounds in unfamiliar words. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught sounds and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught sounds. Read words with contractions and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge.</p>	<p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Identify one more and one less. Identify and represent numbers using objects and pictorial representations. Read, write and interpret statements involving addition (+), subtraction (–) and equals (=) signs. Solve one-step problems that involve addition and subtraction. Solve one-step problems involving multiplication/division, by using concrete objects, and pictorial representations. Recognise, find and name a half as one of two equal parts. Recognise, find and name a quarter as one of four equal parts. Compare, describe, record, measure and solve practical problems for lengths and heights, mass/weight, capacity and volume, and time. Recognise and name common 2-D and 3-D shapes.</p>	<p>Asks simple questions and recognise that they can be answered in different ways. Observes closely, using simple equipment. Performs simple tests using scientific method. Identifies and classifies using their observations and ideas to suggest answers to questions. Gathers and records data to help in answering questions.</p>
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6-7	<p>Listens to, discusses and expresses views about a wide range of contemporary and classic poetry, stories and non-fiction. Discusses the sequence of events in books and how items of information are related. Discusses and clarifies the meanings of words, linking new meanings to known vocabulary. Discusses their favourite words and phrases. Makes inferences on the basis of what is being said and done. Answers and asks questions. Predicts what might happen on the basis of what has happened.</p>	<p>Engaging in play which includes themes never personally experienced (e.g. going to space). Negotiating during play. Engaging in well-organised play. Playing with small groups and making up their own games with rules. Playing co-operative games but not usually coping with losing. Enjoying play with other children of their own gender.</p>	<p>Forms lower-case letters of the correct size relative to one another. Starts using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined. Writes capital letters and digits of the correct size, orientation and relationship to others. Uses spacing between words that reflects the size of the letters. Are physically active for sustained periods of time. Engage in competitive sports and activities. Lead healthy, active lives. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far. Read accurately words of two or more syllables that contain the same graphemes. Read words containing common suffixes. Read further common exception words. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge. Re-read books to build up their fluency and confidence in word reading.</p>	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. Use place value and number facts to solve problems. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication Tables. Calculate statements for multiplication and division and write them using the multiplication (\times), division (\div) and equals ($=$) signs. Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Use appropriate standard units to estimate and measure in any direction. Identify and describe the properties of 3-D shapes, including edges, vertices and faces.</p>	<p>Asks simple questions and recognise that they can be answered in different ways. Observes closely, using simple equipment. Performs simple tests using scientific method. Identifies and classifies using their observations and ideas to suggest answers to questions. Gathers and records data to help in answering questions.</p>
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