

### Physical Development

30-50 Can stand momentarily on one foot when shown. Can catch a large ball.  
40-60 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand.  
Eye on the goal - Children show good control and co-ordination in large and small movements.

**British Values:**

**Individual Liberty-** children discussing and making the correct choices of the foods they eat at snack time. Why are these foods good for us? Which foods do we try and avoid? Able to express themselves about things they could do to keep themselves healthy and safe.

### Literacy

30-50 Knows that print carries meaning and, in English, is read from left to right and top to bottom.  
Listens to and joins in with stories and poems, one-to-one and also in small groups.  
Describes main story settings, events and principal characters.  
Holds books the correct way up and turns pages.  
40-60 Begins to read words and simple sentences. Enjoys an increasing range of books.

Eye on the goal - Children read and understand simple sentences.

**SMSCD/I.I.P:** Moral, Social & Cultural

Stories will be used to initiate learning of new concepts and learning activities will be directly related to the core stories.  
Children will be encouraged to develop a good level of articulation which should stand them in good stead.

### Communication & Language

30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall.  
Uses talk to connect ideas, explains what is happening and anticipates what might happen next, recalls and relives past experiences.  
40-60 Maintains attention, concentrates and sits quietly when required to do so. Two-channelled attention – can listen and do for short span.  
Responds to simple instructions, e.g. to get or put away an object. Able to follow a story without pictures or props.

Eye on the goal - Children listen attentively in a range of situations.

**Key person groups** SMSC

- I can share ideas in a small group.
- I can talk about my environment, sharing ideas about what I like and why.
- I can listen to other people's ideas.

**SMSCD/IIP** Moral, Social and Cultural (SMSCD)

Stories will be used to initiate learning of new concepts/learning activities will be directly related to the core stories.  
Children will be encouraged to develop a good level of articulation which should stand them in good stead.

### Personal, Social and Emotional Development

30-50 Can select and use activities and resources with help. Enjoys responsibility of carrying out small tasks. Confident to talk to other children when playing, and will communicate freely about own home and community.  
40-60 Willingly participate in a wide range of activities. Show enthusiasm and excitement when anticipating and engaging in certain activities. Confident to speak to others about own needs, wants, interests and opinions.  
Eye on the goal - Children are confident to try new activities, and say why they like some activities more than others.

**SEAL – Good to be me** SMSC

I can understand and manage my feelings.

I know ways I can stand up for myself.

I know ways I can relax.

**SMSCD/IIP:**

Spiritual, Moral, Social, Cultural

Children supported in developing physically through daily outdoor activity and emotionally throughout the delivery of the nationwide SEAL program, encouraging development of social skills.

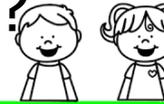
Children are made aware of the risks and hazards within the environment and are encouraged to be proactive and independent in addressing these, with adult supervision.

Achievement emphasised through promotion of ideas of setting realistic goals. Role play environments are adapted on a regular basis to promote children's awareness of a variety of different occupations and to encourage the children to imagine themselves in those roles. Activities and equipment provided to ensure that children learn and develop to their potential.

**British Values**

**Democracy** – Children to be given opportunities to make choices about the things they believe are important. Children to choose where they would like to work.

## What do I know about me?



### Mathematics

Say and use number in songs, rhymes and stories.

**Counting** Recite numbers to 10, then 20. Count up to objects to 10 in a line, or by moving them. Count out up to 10 objects from a larger set (know when to stop!). Begin to match numerals to the number in a set. Order numerals to 10.

**Shape and Space** Describe the shape and size of shapes. Name circles, squares and triangles. Describe position.

**Pattern** Continue a repeating pattern with two colours/shapes/objects. Rehearse counting to 20 as you do patterns.

**Adding (one more)** Count on from any number to 10. Say the next number (i.e. say the number after a given number up to 10 without counting from 1). Read the corresponding addition. **Addition (story of 5)** Find different ways to partition sets of five objects. Read the corresponding addition. Early subtraction – Guess how many are hiding.

**Understanding number**

Count up to 10 objects which can't be moved. Match numerals to the number in a set. Understand zero to describe an empty set. Rehearse counting back from 10 to 0, including in songs, stories and rhymes. Count actions.

**SMSCD/IIP:** Social (SMSCD)

Mathematical games and number rhymes used to teach & reinforce concepts.

Children will get the opportunity to apply mathematical skills through practical activities making the maths relevant and enabling them to see the need for Maths in real life e.g. through cooking, calculating number of children absent etc

### Understanding the world

30-50 Shows interest in the lives of people who are familiar to them.

Remembers and talks about significant events in their own experience.

Recognises and describes special times or events for family or friends.

40-60 Enjoys joining in with family customs and routines.

Identify and talk about events in their own life and in the lives of family members, e.g. birthday, visit to grandparent.

Beginning to differentiate between past and present.

Eye on the goal - Children talk about past and present events in their own lives and in the lives of family members.

**SMSCD/I.I.P** Social (SMSCD)

Children to talk about how we can care for ourselves and those around us. Children will also consider why it is important to look after our everyone in our world.

**British Values**

**Mutual Respect** – Respect for others and self. Discussing why other people are important.

### Expressive Arts and Design

30-50 Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically.

40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.

Eye on the goal - Children sing songs, make music and dance, and experiment with ways of changing them.

**SMSCD/I.I.P:** Social and Cultural (SMSCD)

Fine motor skills and hand-eye coordination developed through specifically planned creative activities

Risk assessments will be completed to assess risks associated with activities

Emphasis will be on children making and creating things connected to the core stories.

Children will be developing motor skills in addition to exp diff. vocations through the medium of role play.