



Progression in Knowledge and Skills

EYFS - Reception

COMMUNICATION AND LANGUAGE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Can I sing familiar songs and rhymes?</p> <p>Can I engage in story time and join in with repeated phrases?</p> <p>Can I say whether I like or dislike something?</p> <p>Can I identify and talk about my emotions?</p> <p>Can I use longer sentences of 4 to 6 words?</p> <p>Can I use vocabulary to describe senses I am using?</p> <p>Can I understand why questions?</p> <p>Can I understand how to listen carefully and why listening is important?</p>	<p>Can I make comments about things I have observed?</p> <p>Can I answer a who question?</p> <p>Can I talk about myself?</p> <p>Can I express my own feelings about experiences?</p> <p>Can I use my language to describe different festivals?</p> <p>Can I listen to and talk about stories to build familiarity and understanding?</p> <p>Can I predict what word comes next in songs, poems and rhymes?</p>	<p>Can I start a conversation about a topic that interests me?</p> <p>Can I ask questions to find out more?</p> <p>Can I describe basic features of traditional stories?</p> <p>Can I engage in non-fiction books and describe their basic features?</p> <p>Can I answer a when question?</p> <p>Can I develop social phrases?</p> <p>Can I engage in a 1:1 (back and forth conversation) with a familiar adult or peer?</p>	<p>Can I describe familiar texts with detail using full sentences?</p> <p>Can I answer where and how questions?</p> <p>Can I describe events using some detail?</p> <p>Can I talk about myself and others?</p> <p>Can I begin to talk about why things happen using new taught vocabulary?</p> <p>Can I use vocabulary related to time to identify when things are happening/have happened?</p> <p>Can I participate in small group class discussions?</p>	<p>Can I engage in meaningful conversations with others?</p> <p>Can I use future and past tense when talking about personal events?</p> <p>Can I describe events in detail?</p> <p>Can I predict what might happen next in a story?</p> <p>Can I articulate my thoughts and ideas in well-formed sentences?</p> <p>Can I recall a range of taught facts?</p> <p>Can I participate in whole class discussions?</p> <p>Can I use talk to organise myself and my play?</p>	<p>Can I listen attentively and respond to what I hear with relevant questions?</p> <p>Can I talk confidently about why things happen using new vocabulary taught?</p> <p>Can I hold a conversation with back and forth exchanges?</p> <p>Can I connect one idea or action using a range of connectives when talking?</p> <p>Can I express a point of view?</p> <p>Can I make comments about what I have heard and ask questions to clarify understanding?</p>

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Can I find a way to cope when my parent leaves me?</p>	<p>Can I begin to talk about my emotions and being to manage them?</p>	<p>Can I explain my emotions in more detail and give reason for them e.g. I am sad</p>	<p>Can I confidently talk about my emotions?</p> <p>Can I be assertive in appropriate ways and</p>	<p>Can I moderate my feelings and emotions e.g. calming down after being upset?</p>	<p>Can I confidently talk about my emotions and feelings and explain how and why I feel the</p>

<p>Can I become more independent walking into school on my own and putting away my own things?</p> <p>Can I create attachments to peers or staff members?</p> <p>Can I begin to show confidence in new social situations?</p> <p>Can I become more outgoing with unfamiliar people, in the safe context of the setting?</p> <p>Can I build friendships with others?</p> <p>Can I select and use activities and resources, with help when needed?</p> <p>Can I express myself e.g. smile, cry?</p> <p>Can I say what I want e.g. asking for a toy?</p> <p>Can I begin to talk about my emotions using words like 'happy', 'sad', 'angry' or 'worried'?</p> <p>Can I express my needs e.g. Saying I am hungry?</p>	<p>Can I enjoy a sense of belonging through being involved in daily tasks?</p> <p>Can I build friendships with other children?</p> <p>Can I invite other children to play, seeking out companionship with adults and other children, sharing experiences and play ideas?</p> <p>Can I ask questions about people and begin to notice similarities and differences?</p> <p>Can I engage with others, including to reach my own goals?</p> <p>Can I seek adult support to find compromises?</p> <p>Can I develop my control and begin to turn take and not push or hurt others?</p> <p>Can I make simple decisions for myself e.g. having juice or milk?</p> <p>Can I become more responsible?</p> <p>Can I begin to understand I need to look after myself e.g.</p>	<p>because they stole my toy?</p> <p>Can I begin to understand how others might be feeling through facial expressions and body language?</p> <p>Can I follow rules more without many reminders?</p> <p>Can I understand why we have rules?</p> <p>Can I have a preference when playing e.g. small world or outdoors?</p> <p>Can I manage my own needs more frequently?</p> <p>Can I become more outgoing with unfamiliar people within my setting?</p> <p>Can I form and maintain a positive relationship, finding a special friend?</p> <p>Can I be outgoing towards people and willing to try new things?</p> <p>Can I begin to talk about why keeping healthy both mentally and physically is important?</p>	<p>use talk to resolve conflicts?</p> <p>Can I show resilience in the face of challenges e.g. opening my drink?</p> <p>Can I follow rules without reminders?</p> <p>Can I understand people should listen to me just as I should listen to them?</p> <p>Can I manage my feeling more and tolerate situations in which my wishes cannot be met?</p> <p>Can I play with one or more children and converse with them to extend play?</p> <p>Can I begin to find solutions to conflicts? e.g. when two people want the bike use the timer to take turns.</p> <p>Can I explore how to keep my body healthy?</p> <p>Can I have multiple positive friendly relationships with children and adults in my setting?</p>	<p>Can I consider the feelings of others e.g. going to children who are upset?</p> <p>Can I work towards goals and show patience towards others and control my own behaviour without reminders from adults?</p> <p>Can I be confident when trying new activities?</p> <p>Can I explain the reasons for why we have rules?</p> <p>Can I develop in confidence, independence, resilience, and perseverance?</p> <p>Can I think about the perspective of others?</p> <p>Can I develop an understanding of and interest in differences of gender, ethnicity, and ability?</p> <p>Can I recognise that I belong to different communities and social groups and communicate freely about home and community?</p>	<p>way I do with good understanding?</p> <p>Can I understand why others may feel happy or sad because of events that have happened?</p> <p>Can I listen to the teacher and always respond to them appropriately?</p> <p>Can I follow instructions from my teacher, even when given several actions?</p> <p>Can I show perseverance in the face of challenge?</p> <p>Can I understand right from wrong and try to behave accordingly?</p> <p>Can I manage my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices?</p> <p>Can I show confidence when playing and talking to adults and friendship peers?</p> <p>Can I work and play co-operatively, including turn taking, with others?</p>
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Can I begin to have confidence in myself? Can I take part in pretend play? Can I learn about and practice good dental hygiene and why it is important?	keeping safe, going to the toilet? Can I show confidence when being taken out of my setting by a staff member?		Can I say what I do well and what I am getting better at?		Can I show sensitivity to my own needs? Can I show sensitivity to others' needs?
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PHYSICAL DEVELOPMENT

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Fine Motor: Can I use a prone position laying on the floor, as I begin to prop up my body for writing? Can I develop some core stability? Can I pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting? Can I hold a pencil in a palmar or digital grip? Can I show a preference for a dominant hand? Can I record a straight vertical line? Can I record a horizontal straight line? Can I record a circle? Can I make an attempt at my name?</p>	<p>Fine Motor: Can I correctly form some letters from my phonics programme? Can I correctly form some letters form my name? Can I develop a pincer grip? - I may still be determining which hand to use. Can I draw a vertical cross? Can I manipulate a range of tools and materials in one hand? Can I use simple tools to effect changes to materials?</p> <p>Gross motor/Complete PE:</p>	<p>Fine Motor: Can I pivot my elbow for large-scale movements from side-to-side and up and down - Elbow takes over more work from the shoulder? Can I sometimes hold a pencil correctly with support? Can I form most letters of my name? Can I begin to sit some letters on the line? Can I draw a square? Can I manipulate a range of tools and equipment in one hand, including paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons?</p>	<p>Fine Motor: Can I pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools? Can I consistently use a dominant hand? Can I hold a pencil with a tripod pincer grip? Can I form the letters for my first name correctly? Can I sit most letters onto the line? Can I draw diagonal lines to the left, and right? Can I draw a cross using diagonal lines?</p> <p>Gross motor/Complete PE:</p>	<p>Fine Motor: Can I use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed? Can I begin to reduce the size of my letters? Can I pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools? Can I sit all the letters on the line? Can I draw a triangle? Can I handle tools, objects, construction, and malleable materials safely and with increasing control and intention?</p>	<p>Fine Motor: Can I hold a pencil effectively in preparation for fluent writing- using the tripod grip? Can I isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. showing strength in fingertips? Can I form lower-case and capital letters correctly which are small, neat and consistently sized? Can I use a range of tools competently, safely and confidently, including scissors, paint brushes and cutlery?</p>

<p>Gross Motor/Complete PE: Can I experiment moving in different ways? (CP) Can I complete a circuit? (CP) Can I move my body with big actions? (CP) Can I add movements together? (CP)</p>	<p>Can I grasp and release with two hands? Can I push a ball with increasing control, using my dominant hand? (CP) Can I roll a ball towards a target with my hands? (CP) Can I pat or bounce a ball with increasing control? (CP) Can I move into spaces to avoid other pupils? (CP) Can I travel with confidence? Can I create a movement sequence with a partner? (CP)</p>	<p>Gross Motor/Complete PE: Can I match my developing physical skills to tasks when deciding how to do something? Can I start to take part in some group activities which I have made-up myself? Can I collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks? Can I use the right resources to carry out my own plan?</p> <p>Complete PE: Can I throw a beanbag with increasing control with my dominant hand? (CP) Can I use an underarm throw? Can I roll a ball with increasing control? (CP) Can I experiment moving in different way, moving high and low, thinking of my own ideas? (CP)</p>	<p>Can I create big movements and balances on the floor and apparatus? (CP) Can I apply movement ideas with a partner, copying and following each other? (CP) Can I create movements that have meaning? (CP) Can I make shapes in high, low, big and small ways? Can I create a frozen position? (CP) Can I run, skip and jump in time to the music? (CP)</p>	<p>Gross motor/Complete PE: Can I kick a ball with my dominant foot with increasing control? (CP) Can I explore kicking the ball in different ways? (CP) Can I play by the rules? (CP) Can I move the ball using different parts of my feet? (CP) Can I try to use the insides and outsides of my feet? (CP) Can I adjust my speed and change direction? (CP) Can I pass the ball with my dominant foot with increasing control? (CP)</p>	<p>Can I develop the foundations of a handwriting style which is fast, accurate and efficient? Can I sit up tall at the table with my feet on the floor?</p> <p>Gross motor/Complete PE: Can I play fairly in a team? (CP) Can I understand the need to prevent attackers from scoring a point? (CP) Can I follow instructions in a game? (CP) Can I encourage team members? (CP)</p>
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		<p>Can I make shapes with my body that are silent and still? (CP)</p> <p>Can I jump and land safely? (CP)</p> <p>Can I travel with confidence over and under, through, along and across apparatus? (CP)</p>			
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MATHS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Can I match objects? I can match pictures and objects? Can I identify a set? Can I sort objects to a type? Can I explore sorting techniques? Can I create sorting rules? Can I compare size? Can I compare mass? Can I compare capacity? Can I explore simple patterns? Can I copy and continue simple patterns? Can I create simple patterns? Can I find 1, 2 and 3?</p>	<p>Can I identify and name circles and triangles? Can I compare circles and triangles? Can I identify shapes in the environment? Can I describe simple position? Can I find 4 and 5? Can I subitise 4 and 5? Can I represent 4 and 5? Can I identify 1 more than 4 or 5? Can I identify 1 less than 4 or 5? Can I talk about the composition of 4 and 5? Can I identify and name shapes with 4 sides?</p>	<p>Can I identify zero? Can I find 0 to 5? Can I subitise 0 to 5? Can I represent 0 to 5? Can I find 1 more (0 to 5)? Can I find 1 less (0 to 5)? Can I talk about the composition of numbers? (0 to 5) Can I compare mass? Can I find a balance? Can I explore capacity? Can I compare capacity? Can I find 6,7 and 8? Can I represent 6, 7 and 8? Can I find 1 more than 6, 7 and 8?</p>	<p>Can I explore length? Can I compare length? Can I explore height? Can I compare height? Can I talk about time? Can I order and sequence time? Can I find 9 and 10? Can I compare numbers to 10? Can I represent 9 and 10? Can I subitise conceptually to 10? Can I find 1 more? (0-10) Can I find 1 less? (0-10) Can I talk about the composition of numbers to 10?</p>	<p>Can U build numbers beyond 10 (10-13)? Can I continue patterns beyond 10? (10-13) Can I build numbers beyond 10? (14-20) Can I continue patterns beyond 10? (14-20) Can I count verbally beyond 20? Can I complete vernal counting patterns? Can I add more Can I identify how many have been added? Can I take away? Can I identify how many have been taken away? Can I select a shape for purpose? Can I rotate shapes?</p>	<p>Can I explore sharing? Can I share equally? Can I explore grouping? Can I group objects? Can I share with odd and even numbers? Can I play with a build doubles? Can I identify units of repeating patterns? Can I create my own pattern rules? Can I explore my own pattern rules? Can I replicate and build scenes and constructions? Can I visualise from different positions? Can I give instructions to build?</p>

<p>Can I subitise 1,2 and 3? Represent 1,2 and 3? Can I identify 1 more than 1,2 and 3? Can I identify 1 less than 1,2 and 3? Can I talk about the composition of 1,2 and 3?</p>	<p>Can I combine shapes with 4 sides? Can I find shapes in the environment? Can I describe time related events that happen during the day and night?</p>	<p>Can I find 1 less than 6,7 and 8? Can I make pairs – odd and even? Can I double to 8? Can I combine 2 groups? Can I subitise conceptually?</p>	<p>Can I identify bonds to 10? Can I make arrangements of 10? Can I identify and make doubles to 10? Can I explore even and odd? Can I recognise and name 3-D shapes? Can I find 2-D shapes within 3-D shapes? Can I use 3-D shapes for tasks? Can I find 3-D shapes in the environment? Can I identify more complex patterns? Can I copy and continue patterns? Can I identify patterns in the environment?</p>	<p>Can I manipulate shapes? Can I explain shape arrangements? Can I compose shapes? Can I decompose shapes? Can I copy 2-D shape pictures? Can I find 2-D shapes within 3-D shapes?</p>	<p>Can I explore mapping? Can I represent with models? Can I create my own maps from familiar places? Can I create my own map and plans from story situations?</p>
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LITERACY - READING

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>3 to 4 reading: Can I understand the five key concepts about print? Print has meaning - print can have different purposes - we read English text from left to right and from top to bottom -</p>	<p>3 to 4 reading: Can I understand the five key concepts about print? Print has meaning - print can have different purposes - we read English text from left to right and from top to bottom -</p>	<p>3 to 4 reading: Can I understand the five key concepts about print? Print has meaning - print can have different purposes - we read English text from left to right and from top to bottom -</p>	<p>3 to 4 reading: Can I develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound,</p>	<p>3 to 4 reading: Can I develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound,</p>	<p>3 to 4 reading: Can I develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound,</p>

<p>the names of the different parts of a book - page sequencing</p> <p>Reception reading: Can I read individual letters by saying the sounds for them? Can I blend sounds into words, so that I can read short words made up of known letter-sound correspondences?</p>	<p>the names of the different parts of a book - page sequencing</p> <p>Reception reading: Can I read individual letters by saying the sounds for them? Can I blend sounds into words, so that I can read short words made up of known letter-sound correspondences? Can I read a few common exception words matched to the school's phonic programme?</p>	<p>the names of the different parts of a book - page sequencing</p> <p>Reception reading: Can I blend sounds into words, so that I can read short words made up of known letter-sound correspondences? Can I read some letter groups that each represent one sound and say sounds for them? Can I read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words? Can I read a few common exception words matched to the school's phonic programme?</p>	<p>such as money and mother?</p> <p>Reception reading: Can I read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words? Can I read some letter groups that each represent one sound and say sounds for them? Can I read a few common exception words matched to the school's phonic programme?</p>	<p>such as money and mother?</p> <p>Can I engage in extended conversations about stories, learning new vocabulary?</p> <p>Reception reading: Can I read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words? Can I read a few common exception words matched to the school's phonic programme? Can I re-read books to build up my confidence in word reading, fluency, understanding and enjoyment?</p>	<p>such as money and mother?</p> <p>Can I engage in extended conversations about stories, learning new vocabulary?</p> <p>Reception reading: Can I read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words? Can I read a few common exception words matched to the school's phonic programme? Can I re-read books to build up my confidence in word reading, fluency, understanding and enjoyment? Can I begin to change my expression in my reading?</p>
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LITERACY - WRITING

Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
<p>Can I recognise spoken words can be represented in print? Can I begin to represent a word with an initial sound or make phonemically plausible attempts at spelling? Can I recognise high frequency words: I, the, to, into, no, go and so?</p> <p>Can I orally rehearse sentences and word count the number of words prior to writing? Can I focus on a simple sentence – subject, verb object? Can I combine words to make labels, captions, lists, phrases and short sentences?</p> <p>Can I listen to and talk about stories to build familiarity and understanding? Can I learn new vocabulary from the text?</p>	<p>Can I represent words in print, segmenting using known GPCs to make phonemically plausible attempts at spelling? Can I recognise high frequency words: I, the, to, into, no, go, so, he, me, we, be, she and was?</p> <p>Can I orally rehearse sentences and word count the number of words spoken prior to writing? Can I focus on a simple sentence – subject, verb, object? Can I combine words to make labels, captions, lists, phrases and short sentences?</p> <p>Can I listen to and talk about stories to build familiarity and understanding? Can I learn new vocabulary from texts?</p>	<p>Can I represent words in print, segmenting using known GPs to make phonetically plausible attempts at spelling? Can I recognise high frequency words: I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they all and are?</p> <p>Can I orally rehearse sentences and word count the number of words spoken prior to writing? Can I connect one idea or action using a wide range of connectives? Can I re-read what I have written to check for meaning? Can I focus on simple sentences – subject verb object Can I combine words to make labels, captions, lists, phrases and short sentences?</p>	<p>Can I represent words in print, segmenting using growing number of GPCs to make phonemically plausible attempts at spelling? Can recall taught high frequency words?</p> <p>Can I orally rehearse and recall sentences prior to writing? Can I connect one idea or action using a range of connectives? Can I write short sentences with words with known letter sound correspondences, using a capital letter and a full stop? Can I re-read what I have written to check that it makes sense? Can I combine words to make labels, captions, lists, phrases and short sentences? Can I join words using and?</p>	<p>Can I represent words in print, segmenting using a growing number of GPCs to make phonemically plausible attempts at spelling? Can I recall taught high frequency words?</p> <p>Can I orally rehearse and write short sentence with known letter correspondences using a capital letter and full stop that can be read by myself and others? Can I re read what I have written to check that I make sense? Can I combine words to make labels, captions and short sentences? Can I join words and clauses using connectives (e.g. and)?</p> <p>Can I learn new vocabulary from texts? Can I recognise four parts of a simple</p>	<p>Can I represent words in print, segmenting using a growing number of GPCs to make phonemically plausible attempts at spelling? Can I recall taught high frequency words and new words have, like, some, come?</p> <p>Can I orally rehearse and write short sentence with known letter correspondences using a capital letter and full stop that can be read by myself and others? Can I re read what I have written to check that I make sense? Can I combine words to make labels, captions and short sentences? Can I join words and clauses using connectives (e.g. but, because, and)?</p>

<p>Can I recognise the four parts of simple narrative (opening, build up, problem and ending)?</p> <p>Can I begin to retell familiar stories and texts in my own words and/or exact repetition?</p> <p>Can I use correct letter formation?</p> <p>Can I separate words with spaces?</p>	<p>Can I recognise four parts of a simple narrative (opening, build up, problem and ending)?</p> <p>Can I retell the story – some as exact repetition and some in my own words, including once upon a time, then, so, first, next and finally?</p> <p>Can I sequence sentences to form short narratives?</p> <p>Can I use correct letter formation?</p> <p>Can I separate words with spaces?</p> <p>Can I use the personal pronouns, I and he?</p>	<p>Can I join words and clauses using and?</p> <p>Can I listen to and talk about stories to build familiarity and understanding?</p> <p>Can I learn new vocabulary from texts?</p> <p>Can I recognise the four parts of a simple narrative (opening, build up, problem and ending?)</p> <p>Can I retell a story, some as exact repetition and some in my own words including once upon a time, so, the very next day and suddenly?</p> <p>Can I sequence sentences to form short narratives?</p> <p>Can I use correct letter formation?</p> <p>Can I separate words with spaces?</p> <p>Can I use capital letters?</p> <p>Can I use the personal pronouns, I, she and he?</p> <p>Can I use full stops?</p>	<p>Can I join words and clauses using and?</p> <p>Can I listen to and talk about stories to build familiarity and understanding?</p> <p>Can I learn new vocabulary from texts?</p> <p>Can I recognise four parts of a simple narrative (opening, build up, problem and ending)?</p> <p>Can I retell a story, some as exact repetition and some in my own words including, once upon a time, so, soon and suddenly?</p> <p>Can I sequence sentences to form short narratives?</p> <p>Can I use correct letter formation?</p> <p>Can I separate words with spaces?</p> <p>Can I use capital letters?</p> <p>Can I use the personal pronouns I, he and she?</p> <p>Can I use full stops?</p>	<p>narrative – opening, build up, problem and ending?</p> <p>Can I tell stories making use of recently introduced vocabulary from known stories, no-fiction and poems?</p> <p>Can I retell the story – some as exact repetition and some in my own words including, once upon a time, then one night, the next morning, then one ordinary day?</p> <p>Can I sequence sentences to form short written narratives?</p> <p>Can I use correct letter formation?</p> <p>Can I separate words with spaces?</p> <p>Can I use capital letters?</p> <p>Can I use the personal pronouns I, he and she?</p> <p>Can I use full stops?</p>	<p>Can I learn new vocabulary from texts?</p> <p>Can I recognise four parts of a simple narrative – opening, build up, problem and ending?</p> <p>Can I tell stories making use of recently introduced vocabulary from known stories, no-fiction and poems?</p> <p>Can I retell the story – some as exact repetition and some in my own words including, Once upon a time, the, suddenly and late that night?</p> <p>Can I sequence sentences to form short written narratives?</p> <p>Can I use correct letter formation?</p> <p>Can I separate words with spaces?</p> <p>Can I use capital letters for names?</p> <p>Can I use the personal pronouns I, he and she?</p> <p>Can I use full stops?</p>
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UTW

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Can I talk about members of my immediate family?</p> <p>Can I sequence family members according to name/size?</p> <p>Can I develop a positive attitude in understanding about the differences between people?</p> <p>Can I comment on recent photos and pictures of celebrations in my own life?</p> <p>Can I describe what type of home I live in?</p> <p>Can I understand that different countries have different homes?</p> <p>Can I explore my new classroom and create a pictorial map of the area?</p> <p>Can I show some awareness of the time of day linked to new routines?</p> <p>Can I name and talk about familiar features that I see in my own</p>	<p>Can I understand the terms before and after?</p> <p>Can I understand time passes in order?</p> <p>Can I show an awareness of morning, dinnertime, afternoon, and evening, describing day and night?</p> <p>Can I talk about stars and where we would find them?</p> <p>Can I understand that Earth is part of the solar system?</p> <p>Can I sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly?</p> <p>Can I talk about familiar occupations of family members?</p> <p>Can I talk about recent and past events in my own life?</p> <p>Can I understand that there are different places of worship?</p>	<p>Can I comment on objects and images of familiar situations within the past?</p> <p>Can I sequence family members according to their age, explaining who they are and the key differences in what they can and cannot do?</p> <p>Can I understand there are days of the week/months of the year and begin to name these?</p> <p>Can I use words to sequence, e.g., first, then, next, after that, in the end?</p> <p>Can I talk about events using the present and past tense?</p> <p>Can I identify everyday heroes?</p> <p>Can I name different religious places of worship?</p> <p>Can I comment on familiar experiences</p>	<p>Can I make comparisons between historical figures or familiar objects or situations from the past using story books and information books?</p> <p>Can I describe memories that have happened in my own life?</p> <p>Can I retell my daily routines/ weekly routines in sequence?</p> <p>Can I name the days of the week/the seasons of the year?</p> <p>Can I understand that places of worship are special to people, and know why people go there?</p> <p>Can I show a positive attitude in talking about and explaining the differences between people?</p> <p>Can I use photos, maps, books and my own experiences in order to compare different</p>	<p>Can I sequence key memories that happened in my life?</p> <p>Can I begin to sequence memories in the lives of others e.g. my family members?</p> <p>Can I order the days of the week?</p> <p>Can I talk about how the weather changes (Spring to Summer), naming all 4 seasons of the year?</p> <p>Can I comment on the differences between people's beliefs and how they celebrate and live their lives?</p> <p>Can I use photos, maps, books and my own experiences in order to compare different places and environments across the world?</p> <p>Can I understand that living things and materials can change?</p>	<p>Can I use books and accounts to make comparisons between familiar objects, familiar situations, and people from the past and the present?</p> <p>Can I talk about the lives of the people around me and their roles?</p> <p>Can I understand some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class?</p> <p>Can I explain some similarities and differences between the coast and the countryside, naming geographical features?</p> <p>Can I understand and explain why animals live in different environments,</p>

<p>environment (home/school)?</p> <p>Can I understand that there are places of worship near to where I live and talk about things I believe in?</p> <p>Can I notice changes with some adult support?</p> <p>Can I explore different materials in relation to the weather/things found in the environment?</p> <p>Can I explore how things work and talk about what I can see?</p> <p>Can I talk about how the weather changes (Autumn to Winter)?</p> <p>Can I name some types of weather?</p> <p>Can I understand the changes in the environment due to the changes in the seasons?</p> <p>Can I comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, and Chinese New Year?</p>	<p>Can I understand that there are differences in what people believe?</p> <p>Can I explain key features of my home and the homes of others?</p> <p>Can I talk about local places and environments?</p> <p>Can I explore collections of different materials with similar and different properties?</p> <p>Can I name some common materials, e.g. sand, wood, glass, brick, clay, fabric etc with adult support, describing properties?</p> <p>Can I talk about the clothes that I need for different seasons/ weather and why?</p> <p>Can I comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, and Chinese New Year?</p>	<p>that I have shared in my own life?</p> <p>Can I retell key events such as, visits to the dentist, holidays, and day trips?</p> <p>Can I notice that some places and environments are different to the place where I live?</p> <p>Can I identify simple similarities and differences, E.g. comparing Winsford to another location?</p> <p>Can I understand that living things, objects and materials can change?</p> <p>Can I talk about how the weather changes (Winter to Spring)?</p> <p>Can I comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, and Chinese New Year?</p>	<p>places and environments across the UK?</p> <p>Can I describe, make comparisons and talk about changes of materials?</p> <p>Can I identify and describe some animals?</p> <p>Can I explain a simple lifecycle, E.g. butterfly, chicks, or frogs?</p> <p>Can I show care and respect for living things?</p> <p>Can I explain where a range of animals live?</p> <p>Can I comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, and Chinese New Year?</p>	<p>Can I experiment with making changes to materials?</p> <p>Can I ask and answer 'how' and 'why' questions, such as how things happened and how things work?</p> <p>Can I notice links between cause and effect as I explore changes?</p> <p>Can I use the correct basic scientific vocabulary to describe parts of plants?</p> <p>Can I make close observations of plants in the natural world and talk about what they need to survive?</p> <p>Can I comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, and Chinese New Year?</p>	<p>comparing land and sea?</p> <p>Can I 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?</p> <p>Can I describe my immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps?</p> <p>Can I understand some important processes and changes in the natural world around me, including seasonal changes?</p> <p>Can I understand how animals grow and change?</p> <p>Can I understand how plants grow and change?</p> <p>Can I comment on images of a wide range of celebrations such as Diwali, Easter,</p>
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Christmas, and Chinese New Year?

EAD

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Can I use hands and fingers for painting?</p> <p>Can I enjoy using hands, feet and fingers to make marks?</p> <p>Can I use pre-made paints and name most colours?</p> <p>Can I make marks by drawing circles and lines?</p> <p>Can I print some simple shapes with an adult working with me 1:1 guiding my hand, so I press and lift off?</p> <p>Can I produce a product that is all one texture?</p> <p>Can I use glue sticks to join pieces?</p> <p>Can I create my own piece of art -picture or model?</p> <p>Can I make marks in the clay/ dough?</p> <p>Can I work with independence to try and develop basic skills?</p>	<p>Can I hold a paintbrush/ printing tools in the palm of my hand?</p> <p>Can I use brushes of different sizes?</p> <p>Can I paint enclosed spaces using lines and gives meaning?</p> <p>Can I begin to understand that to print, I must press down and carefully lift off the printing tool?</p> <p>Can I draw enclosed spaces using lines and give meaning?</p> <p>Can I draw faces with basic features?</p> <p>Can I add additional textures, e.g. rough or smooth - begin to weave?</p> <p>Can I use glue spatulas and pva glue to join pieces - knowing that pva is stronger than using the glue stick?</p> <p>Can I manipulate the clay/ dough by squashing, rolling,</p>	<p>Can I hold the paintbrush with the correct grip with some reminders?</p> <p>Can I draw faces with more detailed features?</p> <p>Can I independently print simple shapes, using the space to build up my composition?</p> <p>Can I draw/paint potato people with no body or missing arms/legs?</p> <p>Can I draw simple shapes for other objects?</p> <p>Can I add a range of textures, e.g., smooth, rough, bendy and hard - weaves through a simple loom?</p> <p>Can I join items using tapes - masking and sellotape - cutting lengths needed?</p> <p>Can I create my own piece of art with some details, and begin to self-correct any mistakes?</p>	<p>Can I select and use thin brushes to add detail and hold the brush with a tripod grip?</p> <p>Can I use primary colours to make secondary colours, e.g. green, orange and purple?</p> <p>Can I draw bodies and shapes for objects that are an appropriate size and have some features?</p> <p>Can I join items in a variety of ways, e.g. sellotape, hole punches, string, glue, masking tape and ribbon?</p> <p>Can I make something with clear intentions from start to finish?</p> <p>Can I work independently to develop my ideas?</p> <p>Can I adapt and improve my models with added features?</p>	<p>Can I use control to correctly hold and paint carefully in the lines?</p> <p>Can I add white or black to alter a shade or tint of paint?</p> <p>Can I paint simple shapes for other objects?</p> <p>Can I independently print clear representations to create full pictures, without any support and add details?</p> <p>Can I draw with detail including finer details such as fingers, ears, hair styles or items onto features?</p> <p>Can I draw landscapes with backgrounds, cityscapes and buildings, including objects within these scenes, e.g. furniture and natural objects?</p> <p>Can I use an improved vocabulary to explain and describe the range</p>	<p>Can I use control to correctly hold and paint carefully in the lines?</p> <p>Can I independently select additional tools to add details and improvements to pictures, e.g., stamps and rollers?</p> <p>Can I create warm and cold colours?</p> <p>Can I paint with detail including finer details such as fingers, ears, hair styles or items onto features?</p> <p>Can I paint from observation by making a careful study and then include features and details in the pictures?</p> <p>Can I independently print very careful representations to create full pictures, without any support and add fine details?</p> <p>Can I draw from observation by making</p>

<p>Can I hold the scissors with two hands, learning how the blades close and open?</p> <p>Can I begin to cut along the paper with support from a helping hand holding the paper?</p> <p>Can I build by stacking vertically?</p> <p>Can I make enclosed spaces and shapes such as walls, tunnels, and houses?</p> <p>Can I explore small worlds such as farms, castles, doll's houses and garages?</p> <p>Can I join in with small world play that retells simple stories, events and rhymes?</p> <p>Can I join in with role play that retells simple stories, events and rhymes?</p> <p>Can I play with familiar resources, e.g. main items in the home corner?</p> <p>Can I use my voice for whispering, speaking, singing, and shouting?</p> <p>Can I clap my hands on the strong beat?</p>	<p>pinching, twisting and cutting?</p> <p>Can I develop and share my ideas with support from my peers or an adult?</p> <p>Can I join construction components by pushing, clicking, twisting, and snapping?</p> <p>Can I build horizontally?</p> <p>Can I tessellate basic shapes?</p> <p>Can I hold the scissors and open and close the blades?</p> <p>Can I make small snips into the paper?</p> <p>Can I create my own piece of art and gives meaning?</p> <p>Can I snip the paper and move the scissors forward?</p> <p>Can I take part in pretend and small world play using objects to represent something else that may not be similar?</p> <p>Can I take part in pretend play using objects to represent something else that may not be similar?</p>	<p>Can I make something and give meaning to it?</p> <p>Can I work with my friend to copy, share and develop ideas together?</p> <p>Can I cover and bridge in my constructions by adding towers, roofs, bridges, and more detailed features?</p> <p>Can I balance items?</p> <p>Can I explore and add moving parts to my constructions?</p> <p>Can I snip the paper and move the scissors forward?</p> <p>Can I cut along a straight line, improving in accuracy?</p> <p>Can I create my own piece of art with some details, self-correcting mistakes?</p> <p>Can I enhance small world play by adding my own resources and constructions?</p> <p>Can I begin to develop complex stories?</p> <p>Can I enhance my role play by adding my own resources and constructions?</p>	<p>Can I add improvements to ensure stability, scale and that it fits the purpose?</p> <p>Can I design, build, review and adapt my constructions to ensure they fit the purpose?</p> <p>Can I combine materials, shapes, and textures to add details and complexity?</p> <p>Can I work on a large and small scale?</p> <p>Can I cut a curved line?</p> <p>Can I cut a circle shape, cutting around the shape with round edges?</p> <p>Can I return to my piece of artwork on another occasion to edit and improve my work?</p> <p>Can I add details and features to enhance my model?</p> <p>Can I make imaginative and complex small world scenes using construction kits, wooden blocks, and loose parts?</p>	<p>of textures being used, e.g. flexible or rigid?</p> <p>Can I join items which are cut, torn and glued?</p> <p>Can I return to my piece of artwork/model on another occasion to edit and improve, adding details and features to enhance?</p> <p>Can I use a variety of techniques and shapes to sculpt?</p> <p>Can I plan and create collaboratively, sharing my ideas with my peers and developing my ideas further?</p> <p>Can I carefully develop and share my ideas, experiences, and imagination independently or collaboratively?</p> <p>Can I add improvements to ensure stability, scale and that it fits the purpose?</p> <p>Can I cut out a square shape?</p> <p>Can I use small world resources to retell a familiar event or known story in the correct</p>	<p>a careful study and then include features and details in the pictures?</p> <p>Can I draw fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation?</p> <p>Can I make collages/mosaics adding details with a wide range of textures and describes these?</p> <p>Can I review my own work?</p> <p>Can I discuss strengths and areas for improvement?</p> <p>Can I make considered improvements?</p> <p>Can I carefully select additional materials to incorporate and enhance my model?</p> <p>Can I design, build, review and adapt my constructions to ensure they fit the purpose?</p> <p>Can I combine materials, shapes, and textures to add details and complexity?</p>
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<p>Can I walk to the beat? Can I drum the beat? Can I tap the beat with my fingers whilst singing? Can I tap the beat using claves? Can I tap the beat using a variety of different instruments/surfaces?</p>	<p>Can I use my own experiences to develop simple storylines? Can I chant words to make a rhythm? Can I sing and play in the 'space' (gap in rhythm)? Can I shake an instrument to the beat up and down, side to side and behind me? Can I chant a rhyme and step in rhythm, creating an ostinato? Can I clap a rhythm?</p>	<p>Can I begin to develop complex storylines using my own experiences and known stories? Can I explore different sounds that can be produced with hands? Can I clap, tap, click, drum with my fists and slide my palms? Can I copy a rhythm? Can I produce a rhythm for others to copy?</p>	<p>Can I use my imagination to develop complex storylines? Can I sing a high sound? Can I sing a loud sound? Can I explore pitch? Can I understand pitch gets high as you move up and down a xylophone? Can I play pitch matching games?</p>	<p>sequence? Can I develop storylines and characters into my pretend play? Can I take part in group role play to retell a known story, collaborating with my peers to retell the story in the correct sequence? Can I sing the 'call' part of a song? Can I sing the 'response' part of a song? Can I recognise that tunes are not the same as the leader in a 'call and response' song?</p>	<p>Can I work on a large and small scale? Can I cut around complex shapes such as people? Can I review my own work? Can I perform songs, rhymes, poems, and stories with others? Can I invent, adapt, and recount narratives and stories with my peers and my teacher? Can I sing in a group or on my own, increasingly matching the pitch and following the melody? Can I listen attentively to music, move and talk about music and express my feelings and responses? Can I use taught musical vocabulary to describe different kinds of music? Can I create my own music? Can I perform solo and in group ?</p>
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