



|                                | Autumn  | Spring  | Summer   |
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| <b>EYFS Area of Learning</b>   | <b>Communication and Language – National Curriculum link: English</b>   |   |  |
| <b>Listening and Attention</b> | <p>To listen to short stories and can remember much of what happens.</p> <p>To pay attention to one thing at one time.</p> <p>To listen and attend to a dialogue on a 1:1 basis.</p>  | <p>To listen to longer stories and can remember much of what happens.</p> <p>To shift from one task to another if an adult fully gets my attention e.g. uses my name.</p> <p>To listen and attend to a dialogue in a small group of 3 children.</p>   | <p>To listen to longer stories and can remember key events and rhyme phrases</p> <p>To pay attention to more than one thing at one time, which can be difficult.</p> <p>To listen and attend to a dialogue in a larger group and begin to respond appropriately.</p>   |
| <b>Understanding</b>           | <p>To understand a simple question or instruction that has one part.</p> <p>To understand 'what' and 'who' questions, like: "What is the dog doing?" "Who is this?" when sharing picture books.</p> <p>To understand prepositions in, on and under</p> <p>To talk about my interests and play.</p> <p>To wait when another child or adult is speaking before engaging in conversation when in a small group in provision.</p> | <p>To understand a two-part question or instruction in a familiar context with gestures.</p> <p>To understand 'who' and 'where' questions, like: "Where is the monkey?"</p> <p>To understand prepositions in front and behind.</p> <p>To answer simple questions about myself.</p> <p>I am beginning to take part in two-way conversations.</p> | <p>I can understand a two-part question or instruction given by an adult or peer without gestures.</p> <p>I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>To understand and use some prepositions in simple conversation.</p> <p>To begin to ask simple questions related to stories.</p> <p>I can start a conversation with an adult or a friend.</p> |
| <b>Speaking</b>                | <p>To begin to use some key vocabulary relating to taught topics.</p>   | <p>To use a wider range of key vocabulary relating to taught topics.</p>  | <p>To use a wider range of key vocabulary in a range of contexts.</p>  |

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|                              | <p>To join in with nursery rhymes and songs; copying actions and filling in some missing words.</p> <p>To talk about a familiar book with an adult, and tell a short story or anecdote with support.</p> <p>To explore using a variety of tenses in conversation.</p> <p>To use sentences of 4-6 words.</p> <p>To commentate on my play.</p> <p>To verbally express my immediate wants and needs.</p> <p>To approach an adult when I need help or to play.</p> <p>To pronounce the sounds p, b, t, d, m, w clearly.</p> | <p>To begin to sing a range of songs familiar to me.</p> <p>To be able to talk about a familiar book, and be able to tell a short story or personal anecdote.</p> <p>To use future and past tenses though they may not always be correct.</p> <p>To join sentences with 'and'.</p> <p>To use talk to organise myself and my play.</p> <p>To express a point of view using words as well as actions.</p> <p>To initiate conversation with an adult or friend, attempting to continue the dialogue.</p> <p>To pronounce the sounds n, k, g, d, h, f, y clearly</p> | <p>To sing a large repertoire of songs.</p> <p>To talk about familiar books, and be able to tell a long story or longer anecdote.</p> <p>To use the future and past tense with correct use for most tenses.</p> <p>To join sentences with other conjunctions such as 'because' and 'or'.</p> <p>To use talk to organise myself and begin to direct play with others.</p> <p>To express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.</p> <p>To initiate conversation with an adult or friend and continue it for many turns.</p> <p>To develop my pronunciation but may have problems saying some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> |
| <b>EYFS Area of Learning</b> | <b>Personal, Social and Emotional Development – National Curriculum link: PSHE</b>  |  |  |
| <b>Self-Regulation</b>       | <p>To begin to identify feelings and emotions I am feeling with scaffolding from an adult.</p> <p>To begin to show awareness of the emotions of others.</p> <p>To recognise that some actions can hurt the feelings of others.</p>  | <p>To begin to identify some different feelings and emotions.</p> <p>To begin to suggest how others might be feeling.</p> <p>To begin to help find solutions to conflicts with adult support.</p>  | <p><i>To talk about their own feelings and emotions using a variety of vocabulary.</i></p> <p><i>To gradually understand how others might be feeling and suggest reasons why.</i></p> <p><i>To suggest some solutions to conflicts and rivalries with peers.</i></p> <p><i>To develop appropriate ways of being assertive.</i></p>   |
| <b>Managing Self</b>         | <p>To select activities and use resources appropriately with support.</p>   |  | <p><i>To select activities and use resources to achieve a goal I have chosen or that has</i></p>   |

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| <p><b>Building Relationships</b></p>   | <p>To begin to follow classroom rules and routines with support.<br/>To attempt to be independent in self-care. E.g. will ask for support with toileting needs, can wash own hands, will attempt to take off own coat.<br/>To enjoy being active.</p> <p>To identify some members of their own class.<br/>To play alongside other children who are engaged in the same activity.<br/>To begin to approach different children and adults during play.</p> | <p>To begin to select activities and use resources to achieve a goal with support.<br/>To follow classroom rules and routines with limited guidance.<br/>To become more independent at dressing/undressing e.g. take coats on/off will limited support, can attend to own toileting needs with more independence.<br/>To understand why we need to brush our teeth twice a day.</p> <p>To understand there are different classes within our school and that I will progress through them.<br/>To engage in play with one or more other children, taking turns with support.<br/>To seek out familiar adults and peers to share play experiences with.</p> | <p><i>been suggested to me, with help when needed.<br/>To follow classroom rules and routines consistently with little support and begin to understand why these are important.<br/>To be increasingly independent in meeting their own care needs e.g. will attempt to change own shoes/wellies, jumpers/cardigans and can attend to own toileting needs.<br/>To identify healthy/unhealthy foods and drinks.</i></p> <p><i>To develop a sense of responsibility and community within the familiar context of our school.<br/>To play with one or more other children, extending and elaborating play ideas and beginning to take turns.<br/>To show more confidence in new social situations and with unfamiliar adults in the setting.</i></p> |
| <p><b>EYFS Area of Learning      Physical Development – National Curriculum link: PE</b></p> |  |   |   |
| <p><b>Gross Motor Skills</b></p>   | <p><b>Introduction to PE, Ball Skills</b><br/>To begin to demonstrate balance.<br/>To begin to negotiate space safely.<br/>To begin to take turns with others.<br/>To explore movement skills.<br/>To make guided choices.<br/>To follow instructions with support.<br/>To begin to explore a range of ball skills.</p>  | <p><b>Dance, Fundamentals</b><br/>To begin to negotiate space safely with more success.<br/>To begin to use and remember sequences and patterns of movements which are related to music and rhythm.<br/>To build my confidence to try new challenges and perform in front of others.</p>  | <p><b>Games, Gymnastics</b><br/>To begin to explore a range of ball skills.<br/>To negotiate space safely.<br/>To take turns with others with less support.<br/>To begin to understand how I feel in different situations.<br/>To explore movement skills.<br/>To follow instructions with less support.</p>  |

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|                              | <p>To persevere with support when trying new challenges.</p> <p>To play ball games guided by the rules with support.</p>  | <p>To follow instructions with support.</p> <p>To show respect towards others.</p> <p>To begin to take turns with others.</p> <p>To explore movement skills, beginning to demonstrate balance and co-ordination when playing games.</p> <p>To play games honestly guided by rules with support.</p>   | <p>To play games honestly guided by the rules with support.</p> <p>To build my confidence to try new challenges.</p> <p>To match skills to tasks and apparatus.</p> <p>To use a range of large and small apparatus with an awareness of safety.</p> |
| <b>EYFS Area of Learning</b> | <b>Literacy – National Curriculum link: English/Phonics</b>   |   |   |
| <b>Phonics</b>               | <p>To listen to and discriminate between the sounds I hear in the environment. (aspect 1)</p> <p>To listen to and discriminate between different instrumental sounds. (aspect 2)</p> <p>To explore the sounds I can create with my own body. (aspect 3)</p> <p>To develop my awareness of rhyming words. (aspect 4)</p> <p>To develop my awareness of alliteration and initial sounds. (aspect 5)</p> <p>To copy different voice sounds. (aspect 6)</p> | <p>To talk about and describe the sounds I hear in the environment. (aspect 1)</p> <p>To talk about and describe different instrumental sounds. (aspect 2)</p> <p>To describe the sounds I can make with my body and make connections between those and other sounds I am familiar with. (aspect 3)</p> <p>To identify words that rhyme. (aspect 4)</p> <p>To identify words that begin with the same initial sound. (aspect 5)</p> <p>To recreate a variety of different voice sounds, including some letter sounds.</p> <p>To develop my awareness of oral blending and segmenting VC and CVC words. (aspect 7)</p> | <p>To practise and consolidate aspects 1-6.</p> <p>To consolidate aspect 7: oral blending and segmenting, using Fred talk.</p> <p>To begin to read and write set 1 letters sounds on the RWI programme.</p> <p>To clap syllables in words.</p>      |
| <b>Word Reading</b>          | <p>To look at books independently, handling them correctly and carefully.</p> <p>To turn pages in a book, one at a time.</p> <p>To recognise some familiar logos.</p> <p>To read own name with visual support.</p>  | <p>To understand that print carries meaning.</p> <p>To identify the front and back cover of a book.</p> <p>To recognise some print in the environment.</p>  | <p>To understand print is read from top to bottom and left to right and has different purposes.</p> <p>To identify the spine, title and blurb on a book, showing some awareness of page number.</p>   |

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| <b>Comprehension</b>         | To show engagement and begin to make relevant comments when sharing a book with an adult.<br>To be able to answer simple questions based on a familiar text.<br>To use props and resources to retell key phrases in familiar stories | To read own name without visual support.<br><br>To use story talk when playing independently and begin to use vocabulary from a familiar story.<br>To be able to answer more complex questions about a familiar text.<br>To use props and resources to retell familiar stories. | To say and recognise some letter sounds from my own name.<br>To read own name in different contexts and begin to recognise some letters from their own name in other text.<br><br>To use story talk in extended conversations when playing in a small group and correctly use new vocabulary from a familiar story.<br>To be able to answer more complex questions about an unfamiliar text.<br>To retell simple stories, using props and other resources. |   |
|                              | <b>Writing</b>   | To draw lines and circles.<br>To talk about my drawings.  | To use letter like shapes when mark making.  | To write some letters from my own name accurately.  |
|                              | <b>Fine Motor Skills</b>   | To use simple tools safely and with increasing control and intent.  | To engage in purposeful mark making, giving meaning to the marks I make.<br>To use a range of one-handed tools competently, safely and confidently.  | To engage in purposeful early writing, using my print and letter knowledge.<br>To use a comfortable grip with good control when holding pens, pencils and other small tools.<br>To show a preference for a dominant hand. |
| <b>EYFS Area of Learning</b> | <b>Maths – National Curriculum link: Maths</b>   |   |  |   |
| <b>Number</b>                | To recite numbers to 5.<br>To explore 1:1 correspondence.<br>To join in with number songs.<br>To use some number names in play.<br>To begin using some mathematical language e.g. more/less.   | To develop fast recognition of 1 and 2 objects, without having to count them individually, (subitising)<br>To say one number for each item in order. (1:1 correspondence)   | To develop fast recognition of up to 3 objects, without having to count them individually. (subitising)<br>To show finger numbers up to 5.<br>To experiment with their own symbols and marks as well as numerals.  |   |



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|  | <p>To know there are different countries in the world.</p> <p><b>Domestic Church - Family</b><br/>To investigate the importance of my name.<br/>To begin to understand God knows me and my name.<br/>To know God loves me.</p> <p><b>Baptism/Confirmation – Belonging</b><br/>To celebrate being welcomed into school.<br/>To talk about how we welcome people into a family.<br/>To begin to understand how to welcome people into God’s family. (Baptism)</p> <p><b>Advent/Christmas – Loving</b><br/>To discover what a birthday is and how we can celebrate it.<br/>To talk about how people get ready for the birthday of Jesus. (Advent)<br/>To talk about how to celebrate Jesus’ birthday.</p> <p>To begin to recall parts of a simple religious story.<br/>To begin to recognise that my religious celebrations may be the same or different to others. (Halloween, Christmas – Christian, Diwali – Sikh/Hindu)</p> | <p>To talk about the differences in weather and clothing in different countries.</p> <p><b>Local Church – Community</b><br/>To discover what a celebration is and how people celebrate.<br/>To understand God knows me and my name.<br/>To discuss how a parish family celebrates. (Story of the Presentation)</p> <p><b>Eucharist – Relating</b><br/>To discover what activities children and families like to do together.<br/>To discuss how the parish family gather for Sunday Mass.<br/>To talk about why the parish family gather and listen to God’s word.</p> <p><b>Lent/Easter – Giving</b><br/>To recognise growth in nature.<br/>To learn about Lent.<br/>To talk about how we look forward to Easter. (Good Friday)</p> <p>To recall parts of a simple religious story.<br/>To begin to understand that my culture and traditions may be the same or different to others. (New Year/Chinese New Year, Easter – Christian, Purim - Jewish)</p> | <p>To name and role play some different occupations.<br/>To talk about the differences between where I live and a contrasting place.</p> <p><b>Pentecost – Serving</b><br/>To know that everyone has good news to share.<br/>To learn about the Holy Spirit.<br/>To discuss the joy and happiness of Pentecost.</p> <p><b>Reconciliation – Inter-relating</b><br/>To talk about being a friend.<br/>To know we can be friends with Jesus.<br/>To discuss what Jesus tells us about being friends.</p> <p><b>Universal Church – World</b><br/>To share what we love about our world.<br/>To discuss how God created our world.<br/>To talk about how we can take care of God’s world.</p> <p>To talk about different places of worship.<br/>To continue to develop positive attitudes about differences between peoples heritage, cultures and traditions. (Eid – Islam/Muslim)</p> |
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|  | <p>To remember and sing some simple rhymes and songs.</p> <p>To listen with increased attention to sounds.</p> <p>To explore the different sounds instruments can create.</p> <p>To listen to a wide variety of music.</p> | <p>To remember and sing much of a longer song.</p> <p>To sing the melodic shape of familiar songs. (moving melody such as up and down, down and up)</p> <p>To use an instrument to match an emotion or for a purpose in a story.</p> <p>To talk about how different music makes you feel.</p> | <p>To make imaginative and complex small worlds with blocks and construction kits.</p> <p>To remember and sing entire songs.</p> <p>To sing the pitch of a tune sung by another person. (pitch matching)</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>To respond to what I have heard, expressing my thoughts and feelings.</p> |
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