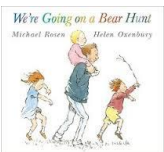
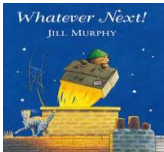
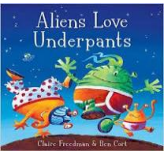
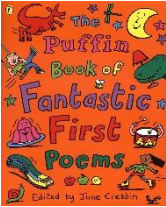
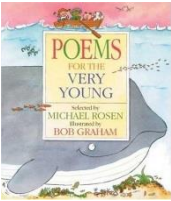
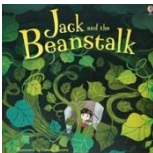
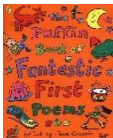
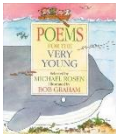
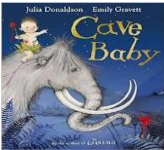
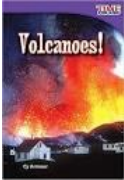
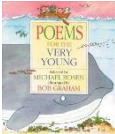
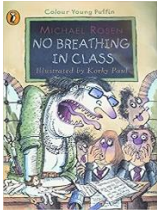


Reception Autumn 1									
Main text	Reading/ writing genre	Cross curricular links	Independent or extended writing (red dot)	Writing for Purpose	Key objectives	Grammar/ Punctuation/ vocab	Spellings/ learning words	Guided/ Recip reading Comprehen- sions	Class novel Experience workshops
We're Going on a Bear Hunt – Michael Rosen  Whatever Next – Jill Murphy  Alien's Love Underpants - Clare Freedman  Little Bear Goes for a Walk 	Rhythm and Rhyme Classic Fiction / Developing Imagination Classic Fiction New Fiction Rhythm and Rhyme Rhythm and Rhyme / Repetition Poem	OUR PLACE IN SPACE See- people and communities Range 6 See- The World Range 6	Alien Space Ties Alien Fiction	In Reception writing is modelled during shared input sessions and quality interactions. Opportunities to experiment and practise mark making/writing are made available throughout the continuous and enhanced provision. There are a variety of contexts and purpose. Eg sweeping brushes and puddles outdoors, large chalks on floor, making patterns/prints in snow. Talk 4 writing opportunities	See- Reading Range 6 See-Writing Range 6	Bear river Forest snowstorm cave Hunt tiptoe trip Long dark wavy narrow furry Through over under Boots helmet rocket moon cupboard Fly tired under whoosh! Underpants Alien Planet earth Space Dance bleep flap Spotted long Cave bee hive Stream meadow Walk Climb swim hug Swish	The continuous provision provides opportunities for mark making in different areas. Children are encouraged when appropriate to develop listening for sounds in words and blend and segment orally Word List - Year 1 Word List (Exc) Whole School Word of the Week Remember, Understand, Apply, Analyse, Evaluate,	The continuous provision provides opportunities for looking at books in different areas. During Family Time parents are encouraged to share a book with their child Linked to phonics Wordless Picture Books Phase 2 Books Developing oracy and narrative skills using picture and sequences of pictures.	Bear Hunt at Leverhulme Park Alien Visit Crash Landing and Visit

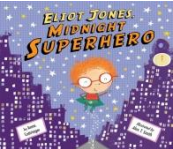
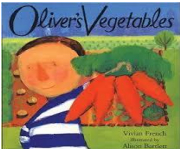
Poems Puffin book of fantastic poems – June Crebbin  Poems for the very young – Michael Rosen 	Poem Poem			are planned for and children are focusing on their oracy skills and vocab development Children are developing gross and fine motor skills in order to mark make with control and stamina.			Create, Classify Topic Vocabulary List Phonic High Frequency Words	Prediction and Deduction Skills	
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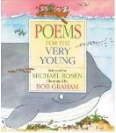
The Snowman – Raymond Briggs 	Classic Wordless Picture Book			and children are focusing on their oracy skills and vocab development Children are developing gross and fine motor skills in order to mark make with control and stamina.		Freezing cold chilly Snowman Log fire Melt fly Hot Beans Giant market Climb chop Huge Furious	Topic Vocabulary List Phonic High Frequency Words	Prediction and Deduction Skills	
Jack and the Beanstalk 	Traditional Tale								
Poems Puffin book of fantastic first poems edited by June Crebbin 	Poem Rhyming fiction								
Poems for the very young – Selected by Michael Rosen 	Poem								

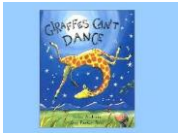
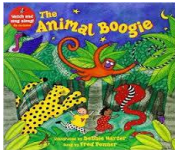
Reception Spring 1									
Main text	Reading/ writing genre	Cross curricular links	Independent or extended writing (red dot)	Writing for Purpose	Key objectives	Grammar/ Punctuation/ Vocab	Spellings/learn ing words	Guided/ Recip reading Comprehen- sions	Class novel
Secondary texts									Experience workshops
Cave Baby – Julia Donaldson  Andy's Dinosaur Adventures (internet)  Non-Fiction Dinosaurs 	Classic fiction Factual Based Fiction Non-fiction – Factual Explanation Text	DINOSAUR DIG See- People and communities Range 6 See- The world Range 6	Non Fiction and Dinosaur Facts (Display) Chinese New Year	In Reception writing is modelled during shared input sessions and quality interactions. Opportunities to experiment and practise mark making/writing are made available throughout the continuous and enhanced provision. There are a variety of contexts and purpose. Eg sweeping brushes and puddles outdoors, large chalks on floor, making patterns/prints in snow. Talk 4 writing opportunities are planned for	See- Reading Range 6 See- Writing Range 6	Caveman Fetches wags Brave furious Dinosaur Palaeontologist archaeologist tools dig find discover Fossil bones Scales horns collar Crush attack A long time ago past	The continuous provision provides opportunities for mark making in different areas. Children are encouraged when appropriate to develop listening for sounds in words and blend and segment orally Word List - Year 1 Word List Whole School Word of the Week – Compare, Contrast, question, construct, Impact, interpret, judge	The continuous provision provides opportunities for looking at books in different areas. During Family Time parents are encouraged to share a book with their child Linked to phonics Phase 3 Books Prediction and Deduction Skills	Dinosaur Workshop Chinese New Year Burn's Night

Volcanoes  Poems – Puffin book of fantastic first poems edited by June Crebbin  Poems for the very young – Selected by Michael Rosen  Chippy Breath- Michael Rosen 	Non-fiction – Factual Explanation Text Poem Rhyming fiction Poem Poem			and children are focusing on their oracy skills and vocab development Children are developing gross and fine motor skills in order to mark make with control and stamina.		Volcano lava ash Crater lake Asteroid Erupt destroy	Topic Vocabulary List Phonic High Frequency Words		
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	Poem								
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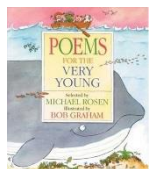
Reception Spring 2									
Main text	Reading/ writing genre	Cross curricular links	Independent or extended writing (red dot)	Writing for Purpose	Key objectives	Grammar/ Punctuation/ vocab	Spellings/learn ing words	Guided/ Recip reading Comprehen- sions	Class novel Experience Workshops
Superhero – Anne Cottringer  British Council ebook superhero training school  Oliver's Vegetables- Vivian French  Poems – Puffin book of fantastic first poems edited by June Crebbin 	Fantasy and Fairy Tale stories developing imagination Factual Based Fiction Classic fiction poetry	SUPERHEROES See- Health and self-care Range 6 See- Being imaginative and expressive Range 6	Superheroes My Powers Photo – Writing About Ourselves Planting Seeds and making soup The recycling cycle Recycling poster / Being Healthy Poster	In Reception writing is modelled during shared input sessions and quality interactions. Opportunities to experiment and practise mark making/writing are made available throughout the continuous and enhanced provision. There are a variety of contexts and purpose. Eg sweeping brushes and puddles outdoors, large chalks on floor, making patterns/prints in snow. Talk 4 writing opportunities are planned for	See- Reading Range 6 See- Writing Range 6	Mission Glacier scientist Criminal Rampage Urgent Courage gadget Train help Powers Strong Fruit vegetable Spinach cabbage beetroot rhubarb Classify Recipe equipment Ingredients Chop slice cut	The continuous provision provides opportunities for mark making in different areas. Children are encouraged when appropriate to develop listening for sounds in words and blend and segment orally Word List - Year 1 Word List Whole School Word of the Week – Support, Investigate, influence, produce, effect, appear, believe	The continuous provision provides opportunities for looking at books in different areas. During Family Time parents are encouraged to share a book with their child Linked to phonics Phase 3 Books Prediction and Deduction Skills	St. Patricks Day St David's Day Trip to Blackshaw – Easter Superhero dress up day PPG trip to Garden Centre Growing sunflowers Making soup

Poems for the very young – Selected by Michael Rosen 	Poem			and children are focusing on their oracy skills and vocab development Children are developing gross and fine motor skills in order to mark make with control and stamina.			Topic Vocabulary List Phonic High Frequency Words		
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Giraffes Can't Dance – Giles Andreae, Guy Parker-Rees  Animal Boogie- Debbie Harter  Handa's Surprise-Eileen Brown  Poems – Puffin book of fantastic first poems edited by June Crebbin	fiction Fiction Stories from other cultures Poem Poem			and children are focusing on their oracy skills and vocab development Children are developing gross and fine motor skills in order to mark make with control and stamina.		Jungle animal names Animal, move, boogie, dance, fast, slow, small, large, heavy, prowl, jump, bounce, stomp, swing, slither, crawl, waddle, stop, still, sleep, wake up, snake, leopard, leap Surprise savannah Guava mango Pineapple avocado Carry balance Delicious soft	Topic Vocabulary List Phonics High Frequency Words		
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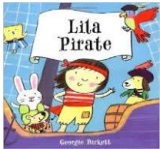
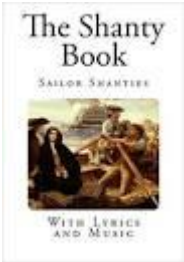


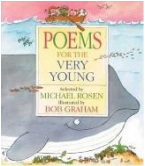
Poems for the very
young – Selected by
Michael Rosen



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Reception
Summer 2

Main text Secondary texts	Reading/ writing genre	Cross curricular links	Independent or extended writing (red dot)	Writing for Purpose	Key objectives	Grammar/ Punctuation/ vocab	Spellings/lear ning words	Guided/ Recip reading Comprehen- sions	Class novel Experience workshops
Lila Pirate - Georgie Birkett  Pirate Small in Big Trouble- Julie Sykes  Pirate poetry Sea Shanties  Poems – Puffin book of fantastic first poems edited by June Crebbin	Fantasy and Fairy Tale stories developing imagination Fantasy and Fairy Tale stories developing imagination Poetry – Repetition and Rhyme Poems Poems	PIRATES See- The world Range 6	Message in a Bottle Treasure Map Questions for Black Beard Sea Shanty	In Reception writing is modelled during shared input sessions and quality interactions. Opportunities to experiment and practise mark making/writing are made available throughout the continuous and enhanced provision. There are a variety of contexts and purpose. Eg sweeping brushes and puddles outdoors, large chalks on floor, making patterns/prints in snow. Talk 4 writing opportunities are planned for and children are	See- Reading Range 6 See- Writing Range 6	Pirate Mermaid Hoist, anchor Heave ho Crow's nest Treasure deck Sea shanties Walk the plank Shipwreck Storm overboard Ocean bed pirate, ship, port, anchor, on board, sail, island, beach, shore, harbour, bay, deck, storm, telescope, sea, ocean, globe, compass, telescope, sea shanty, atlas, globe, compass	The continuous provision provides opportunities for mark making in different areas. Children are encouraged when appropriate to develop listening for sounds in words and blend and segment orally Word List - Year 1 Word List Whole School Word of the Week – appreciate, communicate, correspond, criticise, determine, persuade, exaggerate.	The continuous provision provides opportunities for looking at books in different areas. During Family Time parents are encouraged to share a book with their child Linked to phonics Phase 4 Books Prediction and Deduction Skills	Pirate's Day Sports Day

 Poems for the very young – Selected by Michael Rosen 				focusing on their oracy skills and vocab development Children are developing gross and fine motor skills in order to mark make with control and stamina.			Topic Vocabulary List Phonics High Frequency Words		
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Autumn 1

weather words, seasons, river, stream, forest, field, woods, church, mosque, building, house, roof, bricks, earth, sky, space, leaves, trees, school, library, hospital, fire/police station

space – crater, alien, star, space suit

seasons, rain, snow, days of the week and months of the year

Family members, local environment

Past, now, then, present, future, yesterday, today, last week, last year, next week, before, after

Body parts

River, grass, twigs, leaves, branches, stones, sky, sun, moon, clouds, planets, earth, ocean, sea, rocket

Autumn 2

castle, tower, shield, sword, prince, princess, king, queen, giant, dragon, fairy, mermaid, monster, knight, pirate, rescue, save.

Pupils should know terms like “perform” “pretend” “imagine” “make believe” “dance” “sing”

Weather Words – seasons, rain, snow, days of the week and months of the year

Badger, otter, robin, squirrel, mouse, hedgehog, mole, burrow, nest, river, stream

Family members, local environment,

Past, now, then, present, future, yesterday, today, last week, last year, next week, before, after

Spring 1

a long time ago, millions of years, stone age, time, old, new, history, real, not real, fiction, non-fiction, event, ice age, extinct

past, now, then, present, future, yesterday, today, last week, last year, next week, before, after, a long time ago, recently, compare, similar, different, grow, baby, toddler, change

Herbivore

Carnivore

extinct

Science

Weather Word – seasons, rain, snow, days of the week and months of the year

Caveman, stone, age, rocks, spear, fur, felt, cave, hut, bare, dinosaur names, volcanoes, mountain, hill, lava, crater, lake, earth, asteroid, fossil

Pupils should know terms like – need, grow, same, different, texture words, town, countryside,

Physical Geography - Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Human Geography – City, town, village, factory, farm, house, office, port, harbour, shop.

minibeast names, cocoon, chrysalis, life cycle, magnifying glass, net, map, rucksack, explore, discover, search, find, insects

Names of different fruits/vegetables

Names of jungle and safari animals

Hot, dry, warm, humid, wet, moist, vegetation, atlas, globe, compass

SPRING 2

past, same, different, grow, baby, toddler, change, healthy, not healthy, sugar, fat

healthy, not healthy (unhealthy), exercise, running, jumping, skipping, choices, breakfast, dinner, lunch, tea, fruit, vegetables, scientist, growing, seeds, shoot, plant, tree, soil, water, compost, recycling, environment, wasteful, reduce, reuse, recycle, bottles banks, litter, glass, plastic, pollute, life cycle

Summer 1

Summer 2

Pupils should know terms like – need, grow, same, different, texture words, town, countryside,

Physical Geography - Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Human Geography – City, town, village, factory, farm, house, office, port, harbour, shop.

minibeast names, cocoon, chrysalis, life cycle, magnifying glass, net, map, rucksack, explore, discover, search, find, insects

Names of different fruits/vegetables

Names of jungle and safari animals

Hot, dry, warm, humid, wet, moist, vegetation, atlas, globe, compass

Summer 2

weather words – seasons, rain, snow

Days of the week and months of the year.

Appendix

Range 5

Communication and language

Listening and attention

- Listens to others in one-to-one or small groups, when conversation interests them
- Listens to familiar stories with increasing attention and recall
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Focusing attention – can still listen **or** do, but can change their own focus of attention
- Is able to follow directions (if not intently focused)

Understanding

- Understands use of objects (e.g. *Which one do we cut with?*)
- Shows understanding of prepositions such as *under, on top, behind* by carrying out an action or selecting correct picture
- Responds to instructions with more elements, e.g. *Give the big ball to me; collect up all the blocks and put them in the box*
- Beginning to understand *why* and *how* questions

Speaking

- Beginning to use more complex sentences to link thoughts (e.g. using *and, because*)
- Able to use language in recalling past experiences
- Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*)
- Uses talk to explain what is happening and anticipate what might happen next
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*
- Beginning to use a range of tenses (e.g. *play, playing, will play, played*)
- Continues to make some errors in language (e.g. “*runned*”) and will absorb and use language they hear around them in their community and culture
- Uses intonation, rhythm and phrasing to make the meaning clear to others
- Talks more extensively about things that are of particular importance to them
- Builds up 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*

Physical development

Moving and handling

- Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise
- Walks down steps or slopes whilst carrying a small object, maintaining balance and stability
- Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles
- Can balance on one foot or in a squat momentarily, shifting body weight to improve stability
- Can grasp and release with two hands to throw and catch a large ball, beanbag or an object
- Creates lines and circles pivoting from the shoulder and elbow
- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons

Health and self-care

- Can tell adults when hungry, full up or tired or when they want to rest, sleep or play
- Observes and can describe in words or actions the effects of physical activity on their bodies.
- Can name and identify different parts of the body

- Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
- Can wash and can dry hands effectively and understands why this is important
- Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body
- Observes and controls breath, able to take deep breaths, scrunching and releasing the breath
- Can mirror the playful actions or movements of another adult or child
- Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

Understanding the world

People and communities

- Shows interest in the lives of people who are familiar to them
- Enjoys joining in with family customs and routines
- Remembers and talks about significant events in their own experience
- Recognises and describes special times or events for family or friends
- Shows interest in different occupations and ways of life indoors and outdoors
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

The world

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Talks about why things happen and how things work
- Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things and the environment
- Begin to understand the effect their behaviour can have on the environment

Technology

- Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support
- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
- Knows that information can be retrieved from digital devices and the internet
- Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet

Expressive arts and design

Creating with materials

- Explores and learns how sounds and movements can be changed
- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns
- Enjoys joining in with moving, dancing and ring games
- Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home
- Taps out simple repeated rhythms
- Develops an understanding of how to create and use sounds intentionally
- Continues to explore colour and how colours can be changed

- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience
- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
- Uses tools for a purpose

Being imaginative and expressive

- Uses movement and sounds to express experiences, expertise, ideas and feelings
- Experiments and creates movement in response to music, stories and ideas
- Sings to self and makes up simple songs
- Creates sounds, movements, drawings to accompany stories
- Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously
- Engages in imaginative play based on own ideas or first-hand or peer experiences.
- Uses available resources to create props or creates imaginary ones to support play
- Plays alongside other children who are engaged in the same theme

Range 6

Personal, social and emotional development

Making relationships

- Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.
- Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.
- Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.
- Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support
- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.
- Is proactive in seeking adult support and able to articulate their wants and needs.
- Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship

Sense of self

- Recognises that they belong to different communities and social groups and communicates freely about own home and community
- Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination
- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group
- Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms
- Has a clear idea about what they want to do in their play and how they want to go about it
- Shows confidence in choosing resources and perseverance in carrying out a chosen activity

Understanding emotions

- Understands their own and other people's feelings, offering empathy and comfort
- Talks about their own and others' feelings and behaviour and its consequences
- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
- Seeks support, "emotional refuelling" and practical help in new or challenging situations.

- Is aware of behavioural expectations and sensitive to ideas of justice and fairness
- Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise

Communication and language

Listening and attention

- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span

Understanding

- Understands a range of complex sentence structures including negatives, plurals and tense markers
- Beginning to understand humour, e.g. nonsense rhymes, jokes
- Able to follow a story without pictures or props
- Listens and responds to ideas expressed by others in conversation or discussion
- Understands questions such as *who*; *why*; *when*; *where* and *how*

Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- Uses language to imagine and recreate roles and experiences in play situations
- Links statements and sticks to a main theme or intention
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Introduces a storyline or narrative into their play

Physical development

Moving and handling

- Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- Travels with confidence and skill around, under, over and through balancing and climbing equipment
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
- Uses simple tools to effect changes to materials
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention
- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters independently
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

Health and self-care

- Eats a healthy range of foodstuffs and understands need for variety in food
- Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures
- Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad

- Can initiate and describe playful actions or movements for other children to mirror and follow
- Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
- Usually dry and clean during the day
- Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
- Shows understanding of how to transport and store equipment safely
- Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience

Literacy

Reading

- Enjoys an increasing range of print and digital books, both fiction and non-fiction
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
- Describes main story settings, events and principal characters in increasing detail
- Re-enacts and reinvents stories they have heard in their play
- Knows that information can be retrieved from books, computers and mobile digital devices
- Is able to recall and discuss stories or information that has been read to them, or they have read themselves
- Begins to recognise some written names of peers, siblings or “Mummy”/“Daddy” for example
- Begins to develop phonological and phonemic awareness
- Continues a rhyming string and identifies alliteration
- Hears and says the initial sound in words
- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them
- Starts to link sounds to letters, naming and sounding the letters of the alphabet
- Begins to link sounds to some frequently used digraphs, e.g. *sh*, *th*, *ee*
- Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences
- Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text
- Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc

Writing

- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats
- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology
- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

Understanding the world

People and communities

- Enjoys joining in with family customs and routines
- Talks about past and present events in their own life and in the lives of family members
- Knows that other children do not always enjoy the same things, and is sensitive to this
- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

The world

- Looks closely at similarities, differences, patterns and change in nature
- Knows about similarities and differences in relation to places, objects, materials and living things

- Talks about the features of their own immediate environment and how environments might vary from one another
- Makes observations of animals and plants and explains why some things occur, and talks about changes

Technology

- Completes a simple program on electronic devices
- Uses ICT hardware to interact with age-appropriate computer software
- Can create content such as a video recording, stories, and/or draw a picture on screen
- Develops digital literacy skills by being able to access, understand and interact with a range of technologies
- Can use the internet with adult supervision to find and retrieve information of interest to them

Expressive arts and design

Creating with materials

- Begins to build a collection of songs and dances
- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts

Being imaginative and expressive

- Creates representations of both imaginary and real-life ideas, events, people and objects
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
- Responds imaginatively to art works and objects, e.g. *this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth*
- Introduces a storyline or narrative into their play
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

Literacy

Reading

- Listens to and joins in with stories and poems, when reading one-to-one and in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Begins to be aware of the way stories are structured, and to tell own stories
- Talks about events and principal characters in stories and suggests how the story might end
- Shows interest in illustrations and words in print and digital books and words in the environment
- Recognises familiar words and signs such as own name, advertising logos and screen icons
- Looks at and enjoys print and digital books independently
- Knows that print carries meaning and, in English, is read from left to right and top to bottom
- Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)
- Handles books and touch screen technology carefully and the correct way up with growing competence
- Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps
- Begins to develop phonological and phonemic awareness
- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words, songs, poems and rhymes
- Claps or taps the syllables in words during sound play
- Hears and says the initial sound in words

Writing

- Makes up stories, play scenarios, and drawings in response to experiences, such as outings
- Sometimes gives meaning to their drawings and paintings
- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
- Includes mark making and early writing in their play
- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words