

Area		higher		middle			lower	
<p>Reading <i>Phonics</i> <i>Comprehension</i></p> <p>Communication & Language</p>	<p>Where are they?</p>	<p>Can recognise some alphabet letters and sounds. Beginning to hear the sound at the beginning of words. Can recognise their name in print and name the letter sounds in it. Can listen attentively to a story and make relevant comments. Beginning to recognises rhyme in spoken words.</p>	<p>40-60E</p>	<p>Can recognise some alphabet letters and sounds. Can recognise their name in print and name some of the letter sounds in it. Can listen attentively to a story and make relevant comments. Beginning to recognise rhyme in spoken words.</p>	<p>Can recognise some alphabet letters and sounds. Can recognise their name in print and name some of the letter sounds in it. Can listen attentively to a story and make relevant comments. Beginning to recognise rhyme in spoken words.</p>	<p>30-50D/S 40-60 Months</p>	<p>Can recognise the initial letter sound in their name. Shows some interest in stories and may listen for a short time. Shows an interest in nursery rhymes and will sometimes join in.</p>	<p>22-36 D/S 30/50 E</p>

	Where do the need to be?	<p>To clap/play 1,2, 3 & 4 syllable words.</p> <p>To recognise all phase 2 sounds.</p> <p>To consolidate hearing the sounds at the beginning of words.</p> <p>To segment the sounds in simple words.</p> <p>To blend CVC sounds together.</p> <p>To know which letters represent the sounds in CVC words.</p> <p>To recognise phase 2 high frequency words.</p> <p>To know that print carries meaning, and in English, is read from left to right and top to bottom.</p> <p>To recognise that stories have a beginning, middle and an end.</p> <p>To identify a full stop in print.</p> <p>To begin to take home readers (at appropriate level).</p> <p>To begin to continue a rhyming string.</p>	<p>40-60E</p> <p>40-60D</p>	<p>To clap/play 1,2 ,3 & 4 syllable words.</p> <p>To recognise most phase 2 sounds.</p> <p>To hear the sound at the beginning of words.</p> <p>To segment and say the sounds in simple words.</p> <p>To begin to blend vc then CVC sounds together.</p> <p>To know which letters represent the sounds in CVC words.</p> <p>To recognise some phase 2 high frequency words.</p> <p>To begin to hear the sound at the beginning of words.</p> <p>To recognise that stories have a beginning, middle and an end.</p> <p>To identify a full stop in print.</p> <p>To begin to take home readers (at appropriate level).</p> <p>To begin to continue a rhyming string.</p>	<p>To clap/play 1,2 ,3 & 4 syllable words.</p> <p>To recognise most phase 2 sounds.</p> <p>To begin to hear the sound at the beginning of words.</p> <p>To segment and say the sounds in simple CVC words.</p> <p>To begin to blend vc then cvc sounds together.</p> <p>To begin to recognise some phase 2 high frequency words.</p> <p>To show an interest in the print in books and begin to know that it is read from left to right and from top to bottom.</p> <p>To begin to take home readers (at no word level)</p> <p>To say a word which rhymes with another word.</p>	<p>30/50s</p> <p>40-60E</p>	<p>To be able to find their name in print.</p> <p>To orally recognise the letter sound at the beginning of their name.</p> <p>To develop listening skills when listening to a short story.</p> <p>To begin to talk about the story.</p> <p>To name the characters in a story.</p> <p>To name and show interest in different parts of a book (front cover, back cover, burb, title, illustrustions, author, spine, title page).</p> <p>To begin to recognise some phase 2 sounds and join in with the actions.</p> <p>To become consistent in their understanding of syllables.</p> <p>To join in with nursery rhymes and fill in the missing words.</p>	<p>22-36S</p> <p>30-50E</p>
<p>Writing</p> <p><i>Phonics</i></p> <p><i>Composition</i></p> <p><i>Handwriting</i></p>	Where are they?	<p>Can give meaning to the marks that they make.</p> <p>Are beginning to form recognisable letters.</p> <p>Can write Christian names.</p>	<p>40-60E</p>	<p>Can give meaning to the marks that they make.</p> <p>Are beginning to form recognisable letters.</p> <p>Can write Christian names.</p>	<p>Are beginning to give meaning to the marks they make.</p> <p>Are beginning to form letters.</p> <p>Can make an attempt at writing Christian names.</p>	<p>30-50E/D/S</p>	<p>Beginning to attempt to make some marks.</p> <p>Are willing to join in with daily 'Let's squiggle while you wiggle' sessions.</p>	<p>22-36S</p> <p>30-50E</p>

<p>Communication & Language</p> <p>Physical</p>	<p>Where do the need to be?</p>	<p>To consolidate writing Christian name using the correct formation of letters. To write cvc words independently. To begin to write a caption with support. To consolidate the formation of letters. To hold a pencil correctly</p>	<p>40-60D</p>	<p>To consolidate writing Christian name. To write initial letter sounds in words. To begin to write vc/ cvc words independently. To practise correct formation of letters. To hold a pencil correctly. To orally create a caption.</p>	<p>To write their Christian name independently. To begin to form letters correctly. To write initial letter sounds in words. To orally create a caption that can be scribed by an adult. To hold a pencil correctly</p>	<p>30/50D/S - 40/60E</p>	<p>To improve fine and gross motor development (Funky fingers activities & Movement group). Are able to distinguish between the marks they make and talk about their marks. To hold a pencil correctly. To practise writing Christian name.</p>	<p>22-36 E/D/S 30-50E/D</p>
<p>Numbers</p> <p><i>Recognising</i> <i>Ordering</i> <i>Counting</i> <i>Calculating</i></p> <p>Communication</p>	<p>Where are they?</p>	<p>Recognising most numerals to 20. Can count forwards to 20. Can order numerals to ten confidently. Can count reliably up to ten objects. Are beginning to record amounts up to 10</p>	<p>40-60D</p>	<p>Recognising most numerals to 10. Can count forwards to 20. Can order numerals to ten confidently. Can count reliably up to ten objects. Are beginning to record amounts up to 10</p>	<p>Recognising numerals up to ten (not consistently). Sometimes matches numeral and quantity correctly (up to 10). Can rote count to ten. Beginning to order numerals.</p>	<p>30/50S 40/60E</p>	<p>Can say some number names in sequence. Can recognise some numerals of personal significance. Can count small amounts of objects up to 10. Are beginning to recognise numbers to 5</p>	<p>22-36 D/S 30-50 D/E</p>

& Language	Where do the need to be?	<p>To recognise all numerals to 20. To count backwards within the number sequence 1 to 20. To order to 10 from a given number. To order numbers across the 10 boundary. To say the numbers that come before and after a given number within 1-10. To count an irregular arrangement of up to 15 objects. Begin to estimate how many objects can be seen and to check by counting. Find the total number of objects in two groups by counting all of them. To record using marks they can interpret and explain.</p>	40/60 D/ S ELG	<p>To begin to recognise numerals to 15. To count backwards within the number sequence 1 to 10. To find a missing number in a number sequence from 1-10. To order to 10 from zero. To begin to order to 10 from a given number. To say the numbers that come before and after a given number within 1-10. To count an irregular arrangement of up to 10 objects. Begin to estimate how many objects can be seen and to check by counting. Find the total number of objects in two groups by counting all of them. To begin to record using marks they can interpret and explain.</p>	<p>To recognise numerals up to and including 10. To match a numeral and quantity to ten. To be able to rote count to twenty. To consolidate ordering numerals up to five then ten. To count out groups of up to ten from a larger amount. To partition and recombine small groups of objects up to 5 (then beyond). To practise counting amounts up to 10 and beyond.</p>	40/60E/D	<p>To confidently count forwards accurately up to ten. To begin to count back from five (then ten.) To begin to recognise numerals from 1 to 10. To count up to 10 objects by touching each object and saying one number name for each object To make an amount up to 5 when given a number orally. To match numeral to amount to 5 then beyond To begin to order numerals 1-5 (then to 10)</p>	22-36 D/S 30-50 D
Vocabulary		<p>Number names, how many?, more, less, guess how many?, estimate, one more, one less, order, sequence, add, total, total amount, before, after, count, numeral, number line, more, less, altogether.</p>		<p>Number names, how many?, more, less, guess how many?, estimate, one more, one less, order, sequence, add, total, total amount, before, after, count, numeral, number line, more, less, altogether.</p>	<p>Number names, how many?, more, less, guess how many?, one more, one less, order, sequence, total, total amount, before, after, count, numeral, number line, more, less, altogether.</p>		<p>Number names, how many?, lots, sequence, total, total amount, count, numeral, number line, altogether.</p>	

SSM <i>Measures</i> <i>Shape & space</i> <i>Position</i>	Where are they?	Can name simple 2D shapes. Can use positional language. Can use the language of size.	40/60E	Can name simple 2D shapes. Can use positional language. Can use the language of size.	Can name some simple 2D shapes. Can use some positional language. Can use some language of size.	30-50D/S	Can sometimes sort according to shape or size. Can sometimes use the language of size. Can name some 2D shapes	22/36S 30-50E
	Communication & Language Where do the need to be?	To be able to name and talk about the properties of simple 2D shapes To begin to recognise and name some 3D shapes (cube, pyramid, sphere, cone) To be able to use and understand positional language (next to, in front, behind, above, below, on, in, under, in between, over, under) To use the language of height/length. To order two or three items by length and height. To use familiar objects and common shapes to create and recreate patterns and build models. To confidently use the language of size.	40/60D	To be able to name and talk about the properties of simple 2D shapes To begin to recognise and name some 3D shapes (cube, pyramid, sphere, cone) To be able to use and understand positional language (next to, in front, behind, above, below, on, in, under, in between, over, under) To use the language of height/length. To order two or three items by length and height. To use familiar objects and common shapes to create and recreate patterns and build models. To confidently use the language of size.	To name 2D shapes (square, circle, rectangle, triangle) To be able to talk about the properties of shapes (sides, corners, points, long, short, curved, round, flat, 2D, 3D). To be able to use and understand some positional language. To use some language of height and length. To order two items by length and height. To use and understand language of size To begin to make and talk about patterns.	30-50S 40-60E	To sort 2D shapes by size, colour or shape. To begin to name some 2D shapes. To use shapes to create a pattern or picture. To show an awareness of shapes in the environment by beginning to talk about what they see. To use and understand specific size related vocabulary (big, small, little, tiny, huge, enormous)	22-36 D/S 30-50/D
Understanding the world Communication & Language		People & Communities		The World			Technology	
	Where are they?		Range from 40-60E to 22-36D			Range 40-60E to	Can confidently use a range of technology.	40-60D 30-50S

	Where do the need to be?	To talk about their experiences (personal, half term week, Halloween and Bonfire experiences) adding detail and extending vocabulary. To use past, present and future tenses accurately when talking about events.	40-60D 22-36S	To explore what happens when different colours are mixed. To talk about what they have observed happening and what they are doing.		40-60D 30-50E	To continue develop skills using a mouse. To use algorithm programme on the ipad	40-60D 40-60S
Expressive arts & design Communication & Language Physical	Where are they?		Exploring paints using freeflow ready mixed paints to create. Some paintings are recognisable. Can join in with a range of songs					Ranging from 40-60 E
	Where do the need to be?		To be able to mix their own colours independently using powder paints (primary colours plus black and white). To be able to design and construct using a range of resources and materials. To be able to develop the skills needed to assemble and join these materials and to begin to use tools and techniques such as a hammer and nails, glue guns, saws safely and with increasing control. To develop their imagination by using available resources and creating their own props to support role play. To introduce a storyline or narrative into their play. To build up a wider range of songs. To name different musical instruments (drum, tambourine, triangle, maracas, guiro, lollipop drum, indian bells, tambour, castanets)					To 30-50E
PSE	Where are they?		Managing routines and boundaries but sometimes needing an adult to intervene where turn taking and sharing are needed. Some confident speakers within the unit but others more reluctant to speak in front of others.					40-60D To 30-50E
	Where do the need to be?		To develop skills in negotiation and solving problems and finding a compromise without the need to involve an adult. To be more confident when speaking in front of others and when sharing ideas and interests. To improve organisational skills, such as packing bags, collecting own coats, hanging coats up, putting on waterproofs					
Physical	Where are they?		Some children generally good at putting on their coats but many need help with fastening them.					40-60E To 30-50D
	Where do the need to be?		To take off and put on socks and shoes . Independently fasten coats. To manage putting on waterproofs					

