

Area		higher		middle		lower		
<b>Reading</b> <i>Phonics</i> <i>Comprehension</i>  <b>Communication &amp; Language</b>	Where are they?	Can recognise that stories have a beginning, middle and an end. Are continuing to take home readers (at appropriate level). Are consolidating recognition of phase 3 diagraph sounds. Are consolidating recognition of phase 3 words. Can read a phase 3 sentence. Can retell a story in their own words. Are able to read words with phase 3 diagraph sounds in them.	40-60D/S	Can recognise that stories have a beginning, middle and an end. Are continuing to take home readers (at appropriate level). Are consolidating recognition of phase 3 diagraph sounds. Are consolidating recognition of phase 3 words. Are beginning to identify and name a full stop, capital letter, finger spaces. Are continuing to read phase 2 and phase 3 sentences. Are beginning to retell a story in their own words. Are beginning to read words with phase 3 diagraph sounds in them.	Can segment the sounds in simple words. Can blend CVC sounds together. Know which letters represent the sounds in CVC words. Are continuing to learn phase 3 diagraph sounds. Are continuing to recognise all phase 2 high frequency words. Can recognise that stories have a beginning, middle and an end. Are beginning to identify a full stop and finger spaces. Are continuing to take home readers (at appropriate level). Are able to retell a story. Are beginning to read a Phase 2 caption.	30/50S 40-60E/D	Are continuing to develop listening skills. Able to retell a story in simple terms. Can name the characters in a story. Are consolidating hearing the initial sound in a word. Are beginning to blend and segment the sounds in a CVC word (blend and segment) Are continuing to learn phase 3 diagraph sounds. Are continuing to learn phase 3 words Are continuing to recognise phase 2 high frequency words. Can read phase 2 tricky words	22-36 /S 30/50 E
	Where do the need to be?	To consolidate recognition of Phase 3 digraph sounds To consolidate recognition of Phase 3 words To begin to name alphabet letters. To begin to match upper and lower case letters To learn Phase 4 words To continue to consolidate reading of words with Phase 3 digraphs/trigraphs To continue to read Phase 3 captions and sentences To show understanding of what they have read	ELG	To begin to name and sound the letters of the alphabet. To continue to consolidate reading words with Phase 3 digraphs To continue to read Phase 3 captions and sentences To consolidate reading of phase 3 high frequency words To consolidate reading of Phase 3 tricky words To consolidate reading words with Phase 3 sounds in them	To read phase 2 and then phase 3 captions To begin to read words with Phase 3 digraphs To consolidate reading of phase 3 action words To consolidate recognition of Phase 3 sounds To consolidate recognition of Phase 2 Tricky words To continue to recognise full stop and finger spaces To continue to take home readers home (at appropriate levels)	40-60S/ELG	To hear all sounds in cvc words To read cvc words To consolidate reading Phase 2 words To continue to read phase 3 words To begin to read simple Phase 2 captions To continue to take home readers home (at appropriate levels)	30-50E/D 40-60D/S ELG

<b>Writing</b> <i>Phonics</i> <i>Composition</i> <i>Handwriting</i>  <b>Communication &amp; Language</b>  <b>Physical</b>	Where are they?	<p>Can write words with phase 3 diagraph sounds.</p> <p>Are beginning to write a longer, more complex piece of writing.</p> <p>Can independently use finger spaces and full stops.</p> <p>Are beginning to be able to correctly write phase 3 tricky words.</p> <p>Are continuing to consolidate the formation of letters.</p> <p>Are continuing to create a caption/sentence then recall it and then write it.</p>	40-60D 40-60S	<p>Can write some words with diagraph sounds.</p> <p>Are beginning to consolidate writing all phase 2 words and are beginning to write phase 3 words independently.</p> <p>Are beginning to write phase 2 tricky words.</p> <p>Are continuing to consolidate the formation of letters.</p> <p>Are able to write phase 2 captions using finger spaces.</p> <p>Are continuing to orally create a caption/sentence then recall it and begin to write it.</p>	<p>Are writing cvc words independently.</p> <p>Is able to write a simple caption</p> <p>Starting to use finger spaces in their writing.</p> <p>Are continuing to consolidate the formation of letters.</p> <p>Are starting to orally create a caption/sentence and begin to write it.</p> <p>Can write some simple phase 2 high frequency words.</p> <p>Can write some Phase 2 tricky words</p>	30/50S - 40/60D	<p>Are continuing to practise letter formation.</p> <p>Are beginning to write some CVC sounds in words.</p> <p>Continuing to orally create a caption/sentence that can be scribed by an adult.</p> <p>Are beginning to write some phase 2 vc words then other phase 2 words.</p>	22-36S 30-50E
	Where do the need to be?	<p>To be consistent in using the correct diagraph when writing words.</p> <p>To continue to write more complex sentences using the correct punctuation.</p> <p>To consolidate writing phase 3 tricky words and to use them in their writing.</p> <p>To consolidate the formation of letters.</p> <p>To begin to write Phase 4 words</p> <p>To use a capital letter correctly in sentence writing</p>	40-60S ELG	<p>To continue to write words with Phase 3 diagraph sounds.</p> <p>To consolidate the formation of letters.</p> <p>To continue to write Phase 3 captions and sentences using simple punctuation.</p> <p>To write all phase 3 words</p> <p>To continue to orally create a caption/sentence then recall it and begin to write it</p>	<p>To consolidate the formation of letters.</p> <p>To continue to write sentences/captions using simple punctuation.</p> <p>To continue to write cvc words.</p> <p>To write phase 2 action words correctly in their own writing.</p> <p>To write Phase 2 tricky words correctly in their writing</p>	30/50S - 40/60D/S ELG	<p>To continue to form letters correctly.</p> <p>To consolidate writing cvc words</p> <p>To begin to break the flow of speech into words.</p> <p>To be able to write a simple caption or sentence they have orally created</p> <p>To write phase 2 high frequency words</p> <p>To write phase 2 tricky words</p>	40-60E/D

<b>Numbers</b> <i>Recognising</i> <i>Ordering</i> <i>Counting</i> <i>Calculating</i>  <b>Communication &amp; Language</b>	Where are they?	<p>Are able to record using marks they can interpret and explain.</p> <p>Can use the vocabulary involved in adding and subtracting.</p> <p>Are able to subtract by counting back.</p> <p>Are able to use and apply the symbols + - and =</p> <p>Are able to add by counting on.</p> <p>Are beginning to be able to double.</p>	40/60 S ELG	<p>Can recognise numerals up to 20.</p> <p>Are able to count backwards from a given amount.</p> <p>Can order numerals up to twenty when numbers are missing.</p> <p>Are beginning to use and apply to symbols + and =</p> <p>Are beginning to count on from a given amount using a number line.</p> <p>Can partition and recombine small groups of objects up to 9</p>	<p>Can recognise numerals up to 15 and beyond.</p> <p>Are able to rote count forwards and backwards from a given amount (up to ten).</p> <p>Are able to partition and recombine small groups of objects up to 10 (then beyond).</p> <p>Can order to 10 from any given number (practically).</p> <p>Are beginning to record using marks they can interpret and explain.</p> <p>Can estimate how many objects and check by counting</p> <p>Are able to sequence numbers up to 15</p>	40/60E/D	<p>Are beginning to partition and recombine small groups of objects up to 5</p> <p>Are beginning to recognise numerals to 15</p> <p>Can rote count to 20.</p> <p>Are able to count forwards from a given number up to ten</p>	30-50 D
	Where do the need to be?	<p>To count in 2's, 5's and 10's.</p> <p>To consolidate skills when doubling.</p> <p>To continue to share</p> <p>To begin to half</p> <p>To complete number problems using money.</p> <p>To continue to record own number problems for addition and subtraction.</p> <p>To begin to recognise number bonds to ten.</p> <p>To identify missing numbers in a sequence</p>	ELG	<p>To begin to subtract.</p> <p>To continue to record addition/subtraction using the + - and = signs.</p> <p>To use a number line when adding (then subtracting)</p> <p>To begin to double</p> <p>To begin to share</p>	<p>To count an irregular arrangement of objects up to 15 (then beyond).</p> <p>To consistently recognise numerals up to twenty</p> <p>To order numerals to twenty</p> <p>To say the number that is one more to 20</p> <p>To say the number that is one less than a number 20</p> <p>To find the total number of objects in two groups by counting all of them (2 numbers between 0 &amp; 9).</p> <p>To record addition using the + and = signs.</p>	40-60 D/S/ELG	<p>To consolidate recognition of numbers to 15</p> <p>To recognise numerals up to 20</p> <p>To sequence numerals to 15 then beyond</p> <p>To separate a group of up to nine objects in different ways, beginning to recognise that the total is still the same.</p> <p>To begin to find the total of two amounts (up to ten).</p> <p>To begin to say the number that is one more than a number (up to 10).</p> <p>To match correctly a numeral and amount (up to 10).</p>	40-60 E/D/S
<b>Vocabulary</b>		<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, counting on, counting</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?, more, less, one more, one less, order, sequence, total, total amount, before, after, count, numeral, number line, more, less, altogether, add, adding, addition, equals, the same</p>		<p>Number names, how many?, lots, sequence, total, total amount, count, numeral, number line, altogether, more, less, the same, forwards, backwards.</p>	

		<b>back, double, doubling, half.</b>		<b>add, adding, addition, equals, the same as, + =</b>	<b>as, + = partition, recombine</b>			
<b>SSM</b> <i>Measures</i> <i>Shape &amp; space</i> <i>Position</i>  <b>Communication &amp; Language</b>	Where are they?	Can use colours and shapes to create a pattern or picture. Can make a repeating pattern using colours, shapes etc. Can order 5 items by height. Can use and understand the language of weight and length.	40/60D/S	Can use colours and shapes to create a pattern or picture. Can make a repeating pattern using colours, shapes etc. Can order 5 items by height. Can use and understand the language of weight and length.	Can use colours and shapes to create a pattern or picture. Can make a repeating pattern using colours, shapes etc. Can order 5 items by height. Can use and understand the language of weight and length.	40-60E/D	Can use colours and shapes to create a pattern or picture. Can make a repeating pattern using colours, shapes etc. Can order up to 5 items by height. Are beginning to use and understand the language of weight and length.	30-50D/S 40-60E
	Where do the need to be?	To be able to use the language related to money. To recognise and name coins To use the vocabulary of capacity, full, empty, half full To order bottles/buckets by size To use the vocabulary of time To read and make o'clock and half past times To sequence events of the day To use the language of height To order 5 objects by height	ELG	To use the vocabulary of capacity, full, empty, half full To order bottles/buckets by size To use the vocabulary of time To read and make o'clock and half past times To sequence events of the day To use the language of height To order 5 objects by height	To use the vocabulary of capacity, full, empty, half full To order bottles/buckets by size To use the vocabulary of time To read and make o'clock and half past times To sequence events of the day To use the language of height To order 5 objects by height	To use the vocabulary of capacity, full, empty, half full To order bottles/buckets by size To use the vocabulary of time To read and make o'clock and half past times To sequence events of the day To use the language of height To order 5 objects by height	40-60 E/D/S/ ELG	40-60 E/D/S/ ELG
<b>Understanding the world</b>		<b>People &amp; Communities</b>		<b>The World</b>			<b>Technology</b>	

<b>Communication &amp; Language</b>	Where are they?	Can confidently talk about their experiences (personal, Mothers Day customs, Easter customs) adding detail and extending vocabulary. To talk about similarities and differences between themselves and others.	Range from 40-60E to S	Can explore what happens when different colours are mixed. Can talk about what they have observed happening and what they are doing.		Range 40-60E to 22-26S	Can use a range of technology.	40-60D 30-50S
	Where do the need to be?	To use past, present and future tenses accurately when talking about events. To find out about different jobs (linked to the theme)	40-60 E/D/S ELG	To talk about the features of their own environment To talk about the wider world To look at maps To make own maps To name parts of a plant. To make observations of growth. (planting and growing experiences) To talk about birds and their needs. To complete the lifecycle of a frog		440-60 E/D/S ELG	Use Beebots – simple algorithms. Using beebot program on the Ipad To use a beebot to negotiate a map	40-60 E/D/S ELG
<b>Expressive arts &amp; design</b>	Where are they?		Can make a 3D model using a variety of materials and techniques. Investigated clay Have learnt and sung songs about Easter, Spring and Mothers day					30-50S/40-60E
<b>Communication &amp; Language</b> <b>Physical</b>	Where do the need to be?		To make a map To make a model of a mode of transport To learn songs about journeys and songs from Spring and Summer CD's To use their ideas imaginative in the role play area To make individual birds nests. To complete observational drawings of a daffodil. To name and play instruments					40-60D/S ELG
<b>PSE</b>	Where are they?		Can show sensitivity to others needs and feelings. Circle times where we talk about different feelings and strategies for dealing with our feelings. Are using diamond power to develop confidence in themselves and their abilities. Are using the Spread the Happiness box to explain their feelings					40-60D To 30-50E

	Where do they need to be?		<p>Introduce mindful strategies such as simple meditation, breathing techniques, Buddha candle &amp; yoga pretzels.</p> <p>To continue to use diamond power to develop confidence in themselves and their abilities.</p> <p>To work on self help skills especially at the end of the day (Diamond power challenge)</p> <p>To care for birds and tadpoles in the garden</p>	40-60S ELG
<b>Physical</b>	Where are they?		<p>Children continue to be good at removing and putting back on socks and shoes.</p> <p>Children generally very good at fastening their coats.</p> <p>They have an increasing control over an object by pushing, patting, throwing, catching and kicking.</p>	40-60D To 30-50D
	Where do the need to be?		<p>To play racing and chasing games, adjusting speed and changing direction to avoid obstacles (wolf &amp; pig game – What time is it Mr Wolf)</p> <p>To handle a range of tools hammers and nails</p> <p>To use the apparatus</p> <p>To use their scissor skills to make a creation of their choice</p> <p>To make healthy choices</p>	40-60D/S ELG