

HAMPDEN GURNEY

SCHOOL EYFS

LEARNING PATHWAY

CURRICULUM

Introduction to the Learning Pathway

The EYFS scheme of work underpins the National Curriculum through the Learning Pathway curriculum and learning objectives. It provides a balance between Prime and Specific areas of learning which can be adapted to achieve the desired learning objectives and areas of learning.

Each set of learning objectives link directly to the Early Years Foundation Stage knowledge, skills and understanding to ensure that learning is progressive and continuous.

Expressive Arts and Design and Understanding the World link into each learning objective, so that there is breadth and balance in the coverage as a whole.

The EYFS Learning Pathway establishes initial or main questions as starting points and the approach requires teachers to check on what children already know and then invite them to think of their own questions. However, it is imperative that teachers need to ensure that they are meeting the EYFS requirements. **Very importantly, ensure that all content absolutely meets your context.**

Consider events and celebrations that can be woven into the programme whenever possible.

Each Learning Objective will have additional Suggestion/s, Reflection and Guided Reading opportunities. By using these teachers will get a more complete level of challenge for the pupils.

Every opportunity must be taken to help children **apply literacy and numeracy skills** where it is possible to do so – discretely if necessary.

A list of suggested literature is provided to support the Learning Pathway programme of study.

The Principles of the Learning Pathway Objectives

What are the main principles?

The Learning Pathway concept is built around the principle of giving children greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point.

In designing the curriculum, teachers and learners use the prime learning objective, expressed as a question, as the suggested starting point. Using the information gained from children's ages and stages, their interest, re-learning tasks (which may consist of ' mind mapping' activities)d and the school's context.

Each learning objective or challenge is normally expected to last a week but this does not need to be the case. It may, however, be useful initially for the learners and, indeed, the staff to get used to the weekly learning objectives. The important point is that the learning objectives need to make sense to the learners and be something that is within their immediate understanding.

How do the Pre-Learning Tasks Work?

Pre-Learning tasks ensure that learners are directly involved in the planning process. Well planned pre-learning tasks should help to bring out what learners already know, what misconceptions they may have and what really interest them.

Teachers should take account of the outcomes from pre-learning tasks to plan the learning objectives for each area of learning. It should help teachers recognise what transferable skills learners have already developed that could be used to initiate new learning with a level of confidence.

Pre-learning tasks could take many different forms and could last for as long or short a time required. Some may be written tasks, others oral. Mind mapping is one method that has been used successfully. Using pre-learning tasks as part of a school's programme of home learning will help to get parents and carers directly involved in their children's learning.

Learning Objectives – The Principles

How are learners presented with opportunities to reflect on their learning?

- Time for learners to reflect or review their learning is central to the whole process. This is in keeping with the 'Learning to Learn' principles, where reflection is seen as a very important part of individuals' learning programme.
- Within the Learning Pathway Curriculum, it is suggested that the final learning objective is handed over for learners to reflect on their learning. The idea is that learners present their learning back to the rest of the class or another appropriate audience – making the most of their oracy and ICT skills to do so. Initially, learners may require a great deal of direction, so the reflection time may need to be presented in the form of a question that helps them to review their work.
- Although reflection is seen as a concluding part of the prime learning objective, it is hoped that there will be continual opportunities for learners to reflect frequently, especially as each subsidiary learning challenge comes to an end. Ideally, there should be a good deal of learner autonomy evident during reflection time.

Guidelines for Reception

- The statements from the Early Years Outcomes lead directly to the Early Learning Goal. This will enable teachers to focus their observations on progress towards ‘school readiness’. The ‘Eye on the Goal’ statements enable teachers to the parts of the Early Learning Goals and how they fit into the overall aims for children’s development.
- All aspects of the curriculum require revisit regularly.
- During the Reception year, ideally there will be a range of approaches to enable children to make the next progress. For example, we would hope to see a higher percentage of short, taught sessions where children are introduced to new skills and concepts. Teachers should be able to provide a range of activities in the classroom to enable children to consolidate and apply those skills in real life contexts (example, in role play situations). Regular weighted timetable focusing on basic skills weighted sessions must be delivered. For example, the first hour of the day might be focused on writing skills, where children might have a range of short, taught sessions based on their ability and next steps. There should be opportunities then for children to apply those skills in the classroom to demonstrate independent understanding. Children should be told what the expectation is and what they will do and produce during these sessions. This approach still enables children to play and gives their play a clear purpose.
- Floor book sessions are an integral and essential part of this process.

Using Floor Book Methodology (1)

- Floor books can be used in a number of ways to support the Learning Pathway Curriculum approach.
- The floor books approach in the early years is essential to enable children to develop essential skills. It takes time for children to develop the skills to enable them to ask questions, to comment, to listen to each other and to give their opinion. If you use this approach from the beginning of the year, you will see rapid improvements in children’s abilities in these areas. Once children are used to asking questions and listening to each other, you can begin to use the approach to suit you and your children.

- The floor book approach is fun, engages all types of learners, encourages collaboration, sharing, turn taking, confidence and creativity.

Using Floor Book Methodology (2)

Group use:

- Using Learning Objectives, ask a group of six children what they would like to find out. Give them question prompts if needed. Children must contribute a question and say it out loud for the teacher to record. Children must then vote for the question they want answering. The teacher must expand this conversation so that children are giving good reasons for their decision and are able to change their mind in light of other children's contributions. The groups can then research the winning question and complete an agreed task (drawing, painting, writing) to be included in the floor book.
- In groups of approximately six, review the contributions by all groups and children in the floor book and ask for opinions and ideas to move the learning on even more. This is a good session for vocabulary extension, building confidence and developing communication and language skills.
- Inform a group of children that they will become the teachers. In their floor book group, guide them in review of learning so far and ideas for further learning. Ask the children to devise their own activity for the rest of the class to complete. The 'teachers' must then introduce the activity and the purpose of the activity to the rest of the children. They can resource the activity and support other children in the completion of the activity.
- Floor books are also good for the development of expectations in the classroom. Children can be told that only the product that represents the child's best efforts will go into the floor book. Obviously the expectation is different for each child.

Using Floor Book Methodology (3)

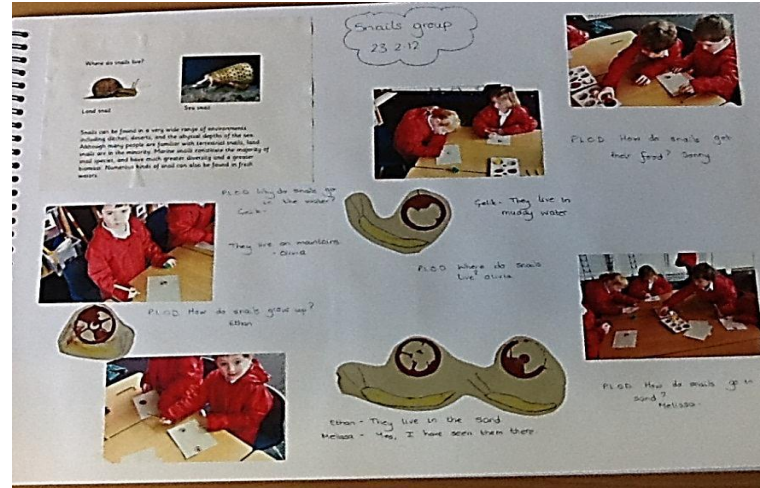
Whole class use:

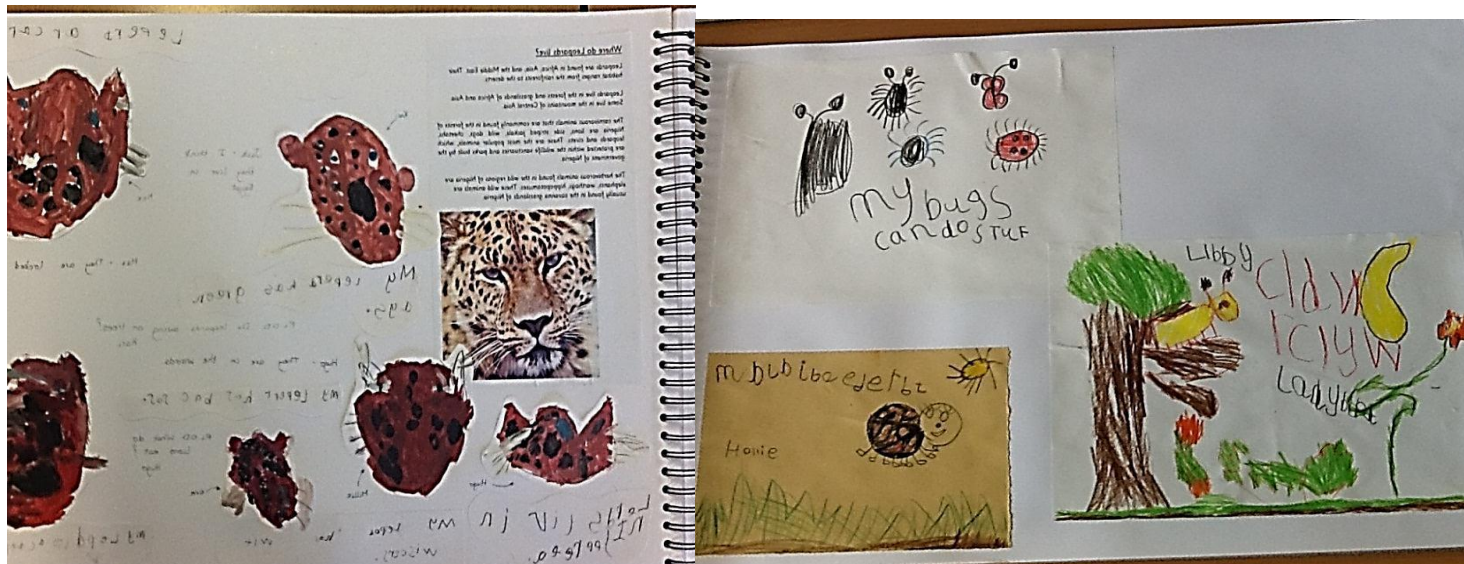
- **Planning.** The floor book is used to represent the planning and pre-learning phases of the floor book approach. It is up to teachers they choose to put their planning into the floor books. As a minimum, the floor book should contain the 'ideas map' completed during the pre-learning phase. All children should be able to contribute to this should represent what children know already, what they would like to find out and what they would like to find out at home with their parents or carers. Again, this is an essential skill that takes time to learn on the Early Years Foundation Stage, so do not be despondent if it takes time for children to learn how to do this.
- **Regular reflection** as a class can take place so that all children can see the learning process unfolding and can reflect to see whether the questions they have posed are being answered. At these reflection times, they are likely to add more questions to the learning. This fine and they can be documented.
- **Celebration of the progress of the class and of individuals** can be shared with the whole class. It is easy to see the progress made by children within a floor book as the contributions are regular.
- **The floor book should be made available for all children to look at during the day, if they choose.** It should be made clear that they do not write in the book, alter the book, etc. without adult supervision and that the book is very precious. Again, this can take time to learn.

Other uses of the floor book:

- **Floor books should be made available for parents to look at and enjoy.** They should be encouraged to contribute to the floor book by completing research at home with their children.

- The floor book is a good source of evidence for the monitoring of progress, for EYFS profile moderators, inspectors and others.





Using the Learning Pathway Approach to Improve Questioning Visits and Visitors

Developing children's questioning and thinking skills takes time and the Early Years Foundation Stage should be where this development begins. As many practitioners know, asking children to think of a question can elicit some unusual responses and it can take some time before children are able to think of a question unless they are taught the skills in Nursery and Reception.

There are a number of stages that adults can follow to help to develop this skills in the Early Years Foundation Stage.

First, teachers can model the process by asking direct or indirect questions themselves. Indirect questions such as, ‘ I wonder what lambs eat,’ can inspire children’s thinking and can start a discussion. Through this technique you will be able to identify those children who show immediate interest and those who need further support in accessing discussion.

Second, children and adults can start to identify questions that they would like the answer to (see example next page). At this stage it may be necessary to edit questions (with children’s agreement) and to ‘park’ some questions for exploration at a later date. It is useful to note these questions before the visit or visitor in a presentation, for example, with space left for photographs and answers (see example given). During the visit some children can wear a badge with their special question written on it so that it forms an important part of their evidence gathering. Practitioners would be armed with a digital camera, note book and even a listening device so as to record the evidence with the child.

Third, build the photographs and answers into a presentation to be used as a reflection tool following the trip as part of floor book sessions. When they return after a visit or when the visitor has gone, the information is collated and made into a non-fiction book with children as the authors (see example given).

What would you ask the Farmer?

These are the questions we will ask on our trip to the farm.

1. Who helps the farmer?
2. Does the farmer live in a house?
3. What animals are there on the farm?

4. What happens to the hen's eggs?
5. What do you do with your tractor?
6. What do you use to wash the pigs?
7. What animals are on the farm?
8. Where do the cows go?
9. How do you milk the cows?
10. What do lambs eat?
11. Where do the hens lay their eggs?

Example: What do lambs eat?

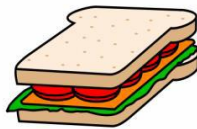
Before our visit: This is what they eat!

We had a think and these were our ideas...

Nuggets and fries?



Sandwiches?



Chocolates?



Carrots?

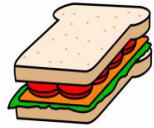


What do lambs eat?

We had a think and these were our ideas. We didn't get it right this time!



Nuggets and fries?



Sandwiches?



Chocolates?



Carrots?

After our visit

Milk from their mother



This is what they eat!

Milk from a bottle



Juicy, green grass



The farmer told us that sometimes lambs need to be fed by bottle. We helped the farmer to do this. Look at the photos we took from the trip.

	NURSERY	
	Prime Learning Objective	Prime Learning Objective
Autumn 1	1. All About Us	7. How do I get about?
Autumn 2	2. People Who Help Us/Christmas	8. What happened to Jack's beans?
Spring 1	3. Animals	9. What makes a sound?
Spring 2	4. Plants and Flowers	10. Who are the famous animals in my books?
Summer 1	5. Minibeasts	11. How do things move?

Guidelines for Nursery

- The following pages show the suggested Learning Objectives for children in the Nursery year. The statements from the Early Years Outcomes have been selected to link to children's developmental needs and to the suggested Learning Objectives. Careful attention must be paid to the prime areas of learning in the Early Years Foundation Stage to ensure Nursery children have the best grounding to enable them to access learning in the Reception year.
- You will notice much repetition between the Learning Objectives. This is to acknowledge the fact that our youngest children make significant links between the learning opportunities that we present to them. To support this through repetition is to support the development of memory and recall.

- During the Nursery year(s), ideally there will be a range of approaches to enable children to make the best progress. For example, we would hope to see time for setting in, making friends, exploring their environment and making friends with those around them. Nursery children need time to explore and develop the ability to communicate their needs and ultimately become independent learners. The skilled teacher should be able to provide a range of activities in the classroom to enable children to consolidate and apply skills and knowledge in real life contexts (for example, in role play situations).
- Floor book sessions are integral and essential part of this process.

Nursery: Who Lives in my house?		
	This is a good introduction into Nursery. It is important that children are initially given challenges that reflect who they are and what they are familiar with. Giving children a more abstract challenge at this point can make them feel less settled. Through this objective, children will feel valued and will be more confident to talk about the people and the places that they know.	
Suggestion Guided Reading	<i>Show pictures or videos of the locality showing recognisable buildings and features.</i> Do You Want to be My Friend? – Eric Carle	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	Home Visits	
LO 2	Who am I?	
LO 3	Who lives in my House?	

LO 4	What is my house made of?	
LO 5	What is my favourite toy?	
LO 6	How do I get to school?	
LO 7	Reflection: a walk around the locality finding the park, shops and houses. Bringing parents along too, further embeds this objective.	

Nursery: Who Lives in my house?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. Shows understanding and cooperates with some boundaries and routines. Shows affection and concern for people who are special to them.</p> <p>30-50 Can select and use activities and resources with help. Welcomes and values praise for what they have done. Can usually behaviour to different events, social situations and changes in routine. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make.</p> <p>30-50 Shows interest in illustrations and print in books in books and print in the environment. Sometimes gives meaning to marks as they draw and paint.</p>
Communication and Language	Mathematics
22-36 Single channelled attention. Can shift to a different task if attention dully	22-36 Recites some number names in sequence. Creates and experiments with

<p>obtained – using child’s name helps focus. Listens to others one-to-one or in small groups, when conversation interests them. Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that? What’s that? Where is?). Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>30-50 Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). Beginning to understand ‘why’ and ‘who’ questions. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experience.</p>	<p>symbols and marks representing ideas of number. Notices simple shapes and patterns on pictures. Beginning to categorise objects according to properties such as shape or size.</p> <p>30-50 Uses some number names and number language spontaneously. Uses some number names accurately in play. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p>
Physical Development	Understanding the World
<p>22-36 Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Beginning to be independent in self-care, but still often needs adult support.</p> <p>30-50 Draws line and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Understands that equipment and tools have to be used safely.</p>	<p>22-36 Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family. Notices detailed features of objects in their environment.</p> <p>30-50 Show interest in the lives of people who are familiar to them. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>
Expressive Arts and Design	
<p>22-36 Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying ‘ That’s me’.</p> <p>30-50 Understands that they can use lines to endorse a space, and then begin to use these shapes to represent objects.</p>	

Nursery: Where does the day go at night?		
	<p>This is a good objective to get children into the habit of hearing lots of questions. They need to be exposed to ‘I wonder’ and ‘What would happen if’ questions and to be encouraged to ask their own questions and make their own links. It is also a good objective to initiate deeper discussion at home and to start to listen to each other’s and opinions.</p>	
Suggestion Guided Reading	<p><i>Read ‘Owl Babies’. Watch a time lapse video on the smart board showing night turning into day, etc.</i></p> <p>Time to get up - Gill Mclean</p>	<p>Record of ideas that work related to the context of the school, community and needs of the children.</p>
LO 1	<p>What happens when I am asleep?</p>	

LO 2	Why does the Owl mummy fly away?	
LO 3	Where are the stars in the day?	
LO 4	Why do I go to sleep?	
LO 5	What noises can you hear at night?	
LO 6	Can I get rid of my shadow?	
LO 7	Reflection: shadow theatre and funning the blackout technology garden room.	

Nursery: Where does the day go at night?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Expresses own preferences and interests. Can express their own feelings such as sad, happy, cross, scared, worried. Seeks out others to share experiences.</p> <p>30-50 Confident to talk to other children when playing and will communicate freely about own home and community.</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>	<p>22-36 Repeats words or phrases from familiar stories.</p> <p>30-50 Listens to and joins with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases on rhymes and stories. Ascribe meanings to marks that they see in different places.</p>

Communication and Language	Mathematics
<p>22-36 Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. Listens to others one-to-one or in small groups, when conversation interests them. Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that? What’s that? Where is?). Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>30-50 Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to understand ‘why’ and ‘who’ questions. Questions why things happen and gives explanations. Asks, e.g. who, what, when, how.</p>	<p>22-36 Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons quantities. Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’.</p> <p>Anticipates specific time-based events such as mealtimes or home time.</p> <p>30-50 Knows that numbers identify how many objects are in set. Beginning to represent numbers using fingers, marks on paper or picture. Uses positional language.</p>
Physical Development	Understanding the World
<p>22-36 Imitates drawing simple shapes such as circles and lines.</p> <p>30-50 Draws line and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Observes the effects of activity in their bodies. Understands that equipment and tools have to be used safely.</p>	<p>22-36 In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Notices detailed features of objects in their environment.</p> <p>30-50 Remembers and talks about significant events in their own experiences. Talks about why things happen and how things work.</p>
<p>22-36 Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me’.</p> <p>30-50 Understands that they can use lines to endorse a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Engages in imaginative role-play based on own first-hand experiences.</p>	

Nursery: What would you find on the farm?		
	This could be a very new concept for a lot of children and links well to the use of land, where food comes from new life (and harvest)	
Suggestion Guided	<i>Visit to the farm, supermarket, farm shop, local market</i>	Record of ideas that work related to the context of the school, community and needs of the

Reading	Emma's Lamb – Kim Lewis	children.
LO 1	Why did Old McDonald have a farm?	
LO 2	Why would a farmer keep some cows?	
LO 3	What happens to the eggs?	
LO 4	Where does woolly jumper come from?	
LO 5	Why is it important to have tractors on a farm?	
LO 6	Which foods in Waitrose come from the farm?	
LO 7	Reflection: watch the eggs hatch in the incubator or make your own farm with children dressing as animals and building pens for each other.	

Nursery: What would you find on the farm?

Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Responds to the feelings and wishes of others. May form a special friendship with another child.</p> <p>30-50 Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing and will communicate freely about own home and community. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make.</p> <p>30-50 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Sometimes gives meaning to marks as they draw and paint.</p>
Communication and Language	Mathematics
<p>22-36 Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds. Shows interest in play with sounds, songs and rhymes. Understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'.</p> <p>30-50 Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind', by carrying out an action or selecting correct picture. Uses intonation, rhythm and phrasing to make the meaning clear to others.</p>	<p>22-36 Uses some language of quantities, such as 'more' and 'a lot'. Begins to use the language of size.</p> <p>30-50 Compares two groups of objects, saying when they have the same number. Shows interest in shapes by sustained construction activity or by talking about shapes or arrangements.</p>
Physical Development	Understanding the World
<p>22-36 Turns pages in a book, sometimes several at once. Beginning to recognise danger and seeks support of significant adults for help.</p> <p>30-50 Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters e.g. letters from their name. Understands that equipment and tools have to be used safely.</p>	<p>22-36 Joins in singing favourite songs. Learns that they have similarities and differences that connect them to and distinguishes them from others. Enjoys playing with small-world models such as a farm, a garage or a train track.</p> <p>30-50 Shows interest in different occupations and ways of life. 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. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>
Expressive Arts and Design	
<p>22-36 Joins in signing favourite songs.</p>	

30-50 Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music.

Nursery: Who goes to the Ugly Bug Ball?

	This can be a very exciting objective as children start to use their imagination and exploration skills. They can also look at healthy eating, change in the environment and seasonal changes. Children can become scientists finding homes for creatures and considering where creatures might go in different types of weather. There can be lots of dressing up and re-enacting stories, songs and dance as well as music.	
Suggestion Guided Reading	<i>Read 'The very hungry caterpillar'. Act out the story.</i> There was an Old Lady who Swallowed a Fly – Pam Adams	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	Why is a caterpillar always hungry?	
LO 2	Who lives underneath the grass/stone/logs?	
LO 3	What lurks in the pond?	
LO 4	How can we make a happy home for our ugly bugs?	
LO 5	What do we need to do to prepare for the	

	Ugly Bug Ball?	
LO 6	Who would you go as to the Ugly Bug Ball?	
LO 7	Reflection: The Ugly Bug Ball!	

Nursery: Who goes to the Ugly Bug Ball?	
Prime Areas	Specific Areas
<p>Personal, Social and Emotional Development</p> <p>22-36 Shows understanding and cooperates with some boundaries and routines. Seeks out others to share experiences.</p> <p>30-50 Welcomes and values praise for what they have done. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Literacy</p> <p>22-36 Has some favourite stories, songs, poems or jingle.</p> <p>30-50 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Holds books the correct way up and turns pages. Ascribes meaning to marks that they see in different places.</p>
<p>Communication and Language</p> <p>22-36 Shows interest in play with sounds, songs and rhymes. Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?) Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>30-50 Focusing attention – still listen or do, but can shift own attention. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Mathematics</p> <p>22-36 Knows that a group of things changes in quantity when something is added or taken away. Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows interest in shapes in the environment. Uses shapes appropriately for tasks.</p>
<p>Physical Development</p> <p>22-36 Squats with steadiness to rest or play with object on the ground, and rises to</p>	<p>Understanding the World</p> <p>22-36 Learns that they have similarities and differences that connect them to,</p>

<p>feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Helps with clothing, e.g. put on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>30-50 Hold pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters e.g. letters from their name. 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.</p>	<p>and distinguishes them from others. Notices detailed features of objects in their environment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>30-50 Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changed over time. Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects.</p>
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Expressive Arts and Design

<p>22-36 Creates sounds by banding, shaking, tapping or blowing. Shows an interest in the way musical instruments sound.</p> <p>30-50 Imitates movement in response to music. Taps out simple repeated rhythms. Creates movement in response to music. Dings to self and makes up simple songs. Makes up rhythms. Explores and learns how sounds can be changed.</p>
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Nursery: What can I do with water?

	<p>If completed in the summer term, this objective allows children to explore water, looking at the language of mathematics, using a variety of high quality texts and exploring planting and growing. They can also have lots of fun with soap flakes, bubbles and other textures to improve strength and dexterity.</p>	
Suggestion Guided Reading	<p><i>Introduce the class goldfish to be cared for, for the duration of the objective.</i></p> <p>The Snail and the Whale – Julia Donaldson</p>	<p>Record of ideas that work related to the context of the school, community and needs of the children.</p>
LO 1	<p>What does Mrs Wishy Washy do?</p>	
LO 2	<p>How can I make bubbles? (Pig in the Pond)</p>	
LO 3	<p>Why did Noah Build an ark?</p>	

LO 4	What would you see at the seaside? (The Train Ride)	
LO 5	Can I make some friends for the Rainbow Fish?	
LO 6	Where do puddles go?	
LO 7	Reflection: set some simple objectives for outdoor exploration. Can children move water from one place to another without using a bucket and what happens to the cardboard box when it gets wet?	

Nursery: What can I do with water?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Expresses own preferences and interests. Shows understanding and co-operates with some boundaries and routines. Shows affection and concern for people who are special to them.</p> <p>30-50 Can select and use activities and resources with help. Shows confidence in asking adults for help. Begins to accept the needs of others and can take i=turns and share resources, sometimes with support from others. Keeps play going by responding to what others are saying or doing.</p>	<p>22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make.</p> <p>30-50 Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Sometimes gives meaning to marks as they draw and paint.</p>

Communication and Language		Mathematics	
<p>22-36 Shows interest in play with sounds, songs and rhymes. Developing understanding of simple concepts (e.g. big/little). Learns new words very rapidly and is able to use them in communicating.</p> <p>30-50 Is able to follow directions (if not intently focused on own choice of activity). Understands use of objects (e.g. 'What do we use to cut things?'). Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>22-36 Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size.</p> <p>30-50 Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted including steps, claps or jumps. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p>	<p>22-36 Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Drinks well without spilling.</p> <p>30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Can usually manage washing and drying hands.</p>	<p>22-36 In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>30-50 Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found of objects.</p>
Expressive Arts and Design			
<p>22-36 Creates sounds by banging, shaking, tapping or blowing. Beginning to make-believe by pretending.</p> <p>30-50 Realises tools can be used for a purpose. Uses available resources to create props to support role-play.</p>			

Nursery: How do I get about?	
	<p>This is a good introduction into Nursery. It is important that children are initially given objectives that reflect who they are and what they are familiar with. Giving children a more abstract objectives at this point can make them feel less settled. Through this objectives, children will feel valued and will be more confident to talk about the people and the places that they know.</p>
Suggestion	<p><i>Going on the pretend school bus. On the smart board,</i> Record of ideas that work related to the context</p>

Guided Reading	<i>watch a plane taking off from the cockpit.</i> Bumper to Bumper - Jakki Wood	of the school, community and needs of the children.
LO 1	How do I get to school?	
LO 2	Why are the wheels on the bus round?	
LO 3	How can Little Red Riding Hood get to grandma's house safely?	
LO 4	Could Thomas The Tank Engine travel on the road? Could Rory The Racing Car travel on the tracks?	
LO 5	Where would I go to if I wanted to travel to Pakistan?	
LO 6	Reflection: making wheeled vehicles with 'junk'. Can we make a car big enough for someone to sit in!	

Nursery: How do I get about?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy

<p>22-36 Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. Shows understanding and cooperates with some boundaries and routines. Shows affection and concern for people who are special to them..</p> <p>30-50 Can select and use activities and resources with help. Welcomes and values praise for what they have done. Can usually behaviour to different events, social situations and changes in routine.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make.</p> <p>30-50 Shows interest in illustrations and print in books in books and print in the environment. Sometimes gives meaning to marks as they draw and paint.</p>
Communication and Language	Mathematics
<p>22-36 Single channelled attention. Can shift to a different task if attention dully obtained – using child’s name helps focus. Listens to others one-to-one or in small groups, when conversation interests them. Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that? What’s that? Where is?). Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>30-50 Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). Beginning to understand ‘why’ and ‘who’ questions. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experience.</p>	<p>22-36 Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Notices simple shapes and patterns on pictures. Beginning to categorise objects according to properties such as shape or size.</p> <p>30-50 Uses some number names and number language spontaneously. Uses some number names accurately in play. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p>
Physical Development	Understanding the World
<p>22-36 Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Beginning to be independent in self-care, but still often needs adult support.</p> <p>30-50 Draws line and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Understands that equipment and tools have to be used safely.</p>	<p>22-36 Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family. Notices detailed features of objects in their environment.</p> <p>30-50 Show interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>
Expressive Arts and Design	
<p>22-36 Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying ‘ That’s me’.</p> <p>30-50 Understands that they can use lines to endorse a space, and then begin to use these shapes to represent objects.</p>	
Nursery: What happened to Jack’s beans?	
	<p>This objective is great for growing and also for cooking. There are plenty of</p>

	opportunities during this objective to get parents involved in trips, gardening and baking	
Suggestion Guided Reading	<i>Visit to a garden centre, allotment or garden.</i> The Tiny Seed – Eric Carle	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	What did Jack need to do to make the beanstalk grow?	
LO 2	Where do all the flowers come from? Can we grow really big flowers?	
LO 3	What vegetable can we grow in our school garden?	
LO 4	Who likes vegetable soup?	
LO 5	Do potatoes grow on trees?	
LO 6	Reflection: trip to a baker/ local supermarket/ gardening	

Nursery: What happened to Jack's beans?

Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Expresses own preferences and interests. Can express their own feelings such as sad, happy, cross, scared, worried. Seeks out others to share experiences.</p> <p>30-50 Confident to talk to other children when playing and will communicate freely about own home and community.</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>	<p>22-36 Repeats words or phrases from familiar stories.</p> <p>30-50 Listens to and joins with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases on rhymes and stories. Ascribe meanings to marks that they see in different places.</p>
Communication and Language	Mathematics
<p>22-36 Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. Listens to others one-to-one or in small groups, when conversation interests them. Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?). Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>30-50 Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to understand 'why' and 'who' questions. Questions why things happen and gives explanations. Asks, e.g. who, what, when, how.</p>	<p>22-36 Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons quantities.</p> <p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>Anticipates specific time-based events such as mealtimes or home time.</p> <p>30-50 Knows that numbers identify how many objects are in set.</p> <p>Beginning to represent numbers using fingers, marks on paper or picture. Uses positional language.</p>
Physical Development	Understanding the World
<p>22-36 Imitates drawing simple shapes such as circles and lines.</p> <p>30-50 Draws line and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Observes the effects of activity in their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p>	<p>22-36 In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Notices detailed features of objects in their environment.</p> <p>30-50 Remembers and talks about significant events in their own experiences.</p> <p>Talks about why things happen and how things work.</p>
<p>22-36 Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'.</p> <p>30-50 Understands that they can use lines to endorse a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the</p>	

texture of things. Engages in imaginative role-play based on own first-hand experiences.

Nursery: What makes a sound?		
	This objective links very well to Letters and Sounds Phase 1 where the focus is listening. Listening to others is a developing skill in Nursery and the use of instruments enables children not only to have lots of fun, but also to be able to develop skills in listening, rhythm and distinguishing sounds.	
Suggestion Guided Reading	<i>Invite a musician to work with the children.</i> Cock-a-doodle-doo! Farmyard Hullabaloo – Giles Andrea	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	What sounds can you make?	
LO 2	How many sounds can you find in this story?	
LO 3	Could you make a sound pattern?	
LO 4	What different celebrations sounds are there?	

LO 5	Can you make a sound?	
LO 6	How does this sound make you feel?	
LO 7	Reflection: The Nursery Orchestral!	

Nursery: What makes a sound?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Expresses own preferences and interests. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Shows affection and concern for people who are special to them.</p> <p>30-50 Is more outgoing towards unfamiliar people and more confident in new social situations. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>22-36 Fills in the missing word or phrase in a known rhyme, story or game, e.g, ' Humpty Dumpty sat on a ...'.</p> <p>30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Ascribes meanings to marks that they see in different places.</p>
Communication and Language	Mathematics
<p>22-36 Shows interest in play with sounds, songs and rhymes. Developing understanding of simple concepts (e.g. big/little). Learns new words very rapidly and is able to use them in communicating.</p> <p>30-50 Is able to follow directions (if not intently focused on own choice of activity). Understands use of objects (e.g. 'What do we use to cut things?'). Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>22-36 Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Notices simple shapes and patterns on pictures. Beginning to categorise objects according to properties such as shape or size.</p> <p>30-50 Shows curiosity about numbers by offering comments or asking questions. Comments two groups of objects, saying when they have the same number. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p>

Physical Development		Understanding the World
<p>22-36 Beginning to use three fingers (tripod grip) to hold writing tools. Beginning to be independent in self-care, but still often needs adult support.</p> <p>30-50 Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. 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.</p>		<p>22-36 Learns that they have similarities and differences that connect them to, and distinguishes them from, others. Notices detailed features of objects in their environment. Seeks to acquire basic skills in turning on and operating equipment.</p> <p>30-50 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. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Knows that information can be retrieved from computers.</p>
Expressive Arts and Design		
<p>22-36 Experiments with blocks, colours and marks.</p> <p>30-50 Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Captures experiences and responses with a range of media, such as music dance and paint and other materials or words.</p>		
Nursery: Who are the famous animals in my books?		
	Focusing on rhyme, rhythm and favourite songs and stories is an essential precursor to reading and looking at the animals in books adds another dimension.	
Suggestion Guided Reading	<p><i>Read ‘ Hand’s Surprise’ and have a bowl of exotic fruits from all over the world to talk about and taste.</i></p> <p>Elmer - David McKee</p>	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	Where does Mog live?	
LO 2	Which animal would be a good pet? (Dear Zoo)	

LO 3	What animals does Old MacDonald have on his farm?	
LO 4	What happens to Chicken Licken's eggs?	
LO 5	Why was Elmer unhappy?	
LO 6	Reflection: dress as animals and act out favourite stories using the animal sounds. Finish with an animal party.	

Nursery: Who are the famous animals in my books?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Responds to the feelings and wishes of others. May form a special friendship with another child.</p> <p>30-50 Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing and will communicate freely about own home and community. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make.</p> <p>30-50 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Sometimes gives meaning to marks as they draw and paint.</p>

Communication and Language		Mathematics	
<p>22-36 Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds. Shows interest in play with sounds, songs and rhymes. Understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'.</p> <p>30-50 Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind', by carrying out an action or selecting correct picture. Uses intonation, rhythm and phrasing to make the meaning clear to others.</p>		<p>22-36 Uses some language of quantities, such as 'more' and 'a lot'. Begins to use the language of size.</p> <p>30-50 Compares two groups of objects, saying when they have the same number. Shows interest in shapes by sustained construction activity or by talking about shapes or arrangements.</p>	
Physical Development		Understanding the World	
<p>22-36 Turns pages in a book, sometimes several at once. Beginning to recognise danger and seeks support of significant adults for help.</p> <p>30-50 Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters e.g. letters from their name. Understands that equipment and tools have to be used safely.</p>		<p>22-36 Joins in singing favourite songs. Learns that they have similarities and differences that connect them to and distinguishes them from others. Enjoys playing with small-world models such as a farm, a garage or a train track.</p> <p>30-50 Shows interest in different occupations and ways of life. 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. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	
Expressive Arts and Design			
<p>22-36 Joins in signing favourite songs.</p> <p>30-50 Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music.</p>			
Nursery: How do things move?			
<p>This is an introduction to forces for young children. They can explore and begin to look at mechanical toys and living creatures and how they move and to start to make comparisons.</p>			
Suggestion Guided Reading	<p><i>Go on a bus, boat, train ride. Visit a local park and look at the swings, roundabouts, seesaw, etc.</i></p> <p>The Wheels on the Bus – Annie Kubler</p>		<p>Record of ideas that work related to the context of the school, community and</p>

		needs of the children.
LO 1	Can I push it or can I pull it?	
LO 2	How far can I throw it?	
LO 3	Does electricity make toys better?	
LO 4	How do I move?	
LO 5	How does my pet move?	
LO 6	Reflection: races, using mechanical toys	

Nursery: How do things move?	
Prime Areas	Specific Areas

Personal, Social and Emotional Development	Literacy
<p>22-36 Shows understanding and cooperates with some boundaries and routines. Seeks out others to share experiences.</p> <p>30-50 Welcomes and values praise for what they have done. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>22-36 Has some favourite stories, songs, poems or jingle.</p> <p>30-50 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Holds books the correct way up and turns pages. Ascribes meaning to marks that they see in different places.</p>
Communication and Language	Mathematics
<p>22-36 Shows interest in play with sounds, songs and rhymes. Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?) Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>30-50 Focusing attention – still listen or do, but can shift own attention. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>22-36 Knows that a group of things changes in quantity when something is added or taken away. Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p>
Physical Development	Understanding the World
<p>22-36 Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Helps with clothing, e.g. put on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>30-50 Hold pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters e.g. letters from their name. 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.</p>	<p>22-36 Learns that they have similarities and differences that connect them to, and distinguishes them from others. Notices detailed features of objects in their environment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>30-50 Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changed over time. Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects.</p>
Expressive Arts and Design	
<p>22-36 Creates sounds by banding, shaking, tapping or blowing. Shows an interest in the way musical instruments sound.</p> <p>30-50 Imitates movement in response to music. Taps out simple repeated rhythms. Creates movement in response to music. Dings to self and makes up simple songs. Makes up rhythms. Explores and learns how sounds can be changed.</p>	
Nursery: How many nursery rhymes do I know?	

	This is a great objective for sharing with parents. This objective links closely to Communication and Language, Expressive Arts and Design and Literacy and can easily link to other areas of learning. It also introduces the concept of assessing risk!	
Suggestion Guided Reading	<i>Start with a nursery rhyme competition. How many nursery rhymes do the children know?</i> Each Peach Pear Plum – Janet Ahlberg	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	Humpty Dumpty, why did you fall?	
LO 2	What made the little dog laugh?	
LO 3	Where are you going, Jack and Jill?	
LO 4	Where did Goosey Gander wander?	
LO 5	What's in your garden, Mary?	
LO 6	Where do puddles go?	
LO 7	Reflection: how many nursery rhymes do we know now?	

Nursery: How many nursery rhymes do I know?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Expresses own preferences and interests. Shows understanding and co-operates with some boundaries and routines. Shows affection and concern for people who are special to them.</p> <p>30-50 Can select and use activities and resources with help. Shows confidence in asking adults for help. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Keeps play going by responding to what others are saying or doing.</p>	<p>22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make.</p> <p>30-50 Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Sometimes gives meaning to marks as they draw and paint.</p>
Communication and Language	Mathematics
<p>22-36 Shows interest in play with sounds, songs and rhymes. Developing understanding of simple concepts (e.g. big/little). Learns new words very rapidly and is able to use them in communicating.</p> <p>30-50 Is able to follow directions (if not intently focused on own choice of activity). Understands use of objects (e.g. 'What do we use to cut things?'). Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>22-36 Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size.</p> <p>30-50 Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted including steps, claps or jumps. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p>
Physical Development	Understanding the World
<p>22-36 Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Drinks well without spilling.</p> <p>30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Can usually manage washing and drying hands.</p>	<p>22-36 In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>30-50 Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>
Expressive Arts and Design	

22-36 Creates sounds by banging, shaking, tapping or blowing. Beginning to make-believe by pretending.
30-50 Realises tools can be used for a purpose. Uses available resources to create props to support role-play.

	RECEPTION	
	Prime Learning Objective	Prime Learning Objective
Autumn 1	7.Me, My Family and Friends	7. Is everybody's home the same?
Autumn 2	8.A Healthy Life/Christmas	8. Why is it always cold in winter
Spring 1	9.Fairytales	9. How can we help Cinderella have a ball?
Spring 2	10. Growth and	10. Twinkle, twinkle, little

	Change	star How I wonder what you are
Summer 1	11. Environment and Materials	11. Was it once upon a mixed up time?
Summer 2	12. Space/Moving Up	12. How do we make sense of the world?

Reception: What do I know about me?		
	This objective enables children to develop self-awareness and to settle, look at themselves and to get to know their classmates. It also enables children to look at their own and others' special qualities and to start to consider the idea of equally.	
Suggestion Guided Reading	<i>The hall of crazy mirrors! Bring in pictures of babes and families. Compile a book for the 'baby clinic' role play.</i> The baby who wouldn't go to bed – Helen Cooper	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	How am I the same? How am I different?	

LO 2	Why is my family important to me?	
LO 3	Where in the world do my family come from?	
LO 4	What I like best is.....?	
LO 5	What Can I do With My Body?	
LO 6	Who Are My Friends? What Makes a Good Friend?	
LO 7	Reflection: my special quality	

Reception: What do I know about me?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
30-50 Can select and use activities and resources with help. Enjoys responsibility of carrying out small tasks. Confident to talk to other children when playing, and will communicate freely about own home and community. 40-60 Willingly participate in a wide range of activities. Show enthusiasm and excitement when anticipating and engaging in certain activities. Confident to speak	30-50 Knows that print carries meaning and, in English, is read from left to right and top to bottom. Listens to and joins in with stories and poems, one-to-one and also in small groups. Describe main story settings, events and principal characters. Holds books the correct way up and turns pages.

<p>to others about own needs, wants, interests and opinions. Eye on the goal- Children are confident to try new activities, and say why they like some activities more than others.</p>	<p>40-60 Begins to read words and simple sentences. Enjoys an increasing range of books. Eye on the goal – Children read and understand simple sentences.</p>
<p>Communication and Language</p>	<p>Mathematics</p>
<p>30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Uses talk to connect ideas, explains what is happening and anticipates what might happen next, recalls and relives past experiences. 40-60 Maintains attention, concentrates and sits quietly when required to do so, instructions, e.g. to get or put away an object. Able to follow a story without pictures or props. Eye on the goal – Children listen attentively in a range of situations.</p>	<p>30-50 Uses some number names accurately in play. Recites numbers in order to 10. Sometimes matches numeral and quantity correctly. Realises not only objects but anything can be counted, including steps, claps or jumps. Uses some number names and number language spontaneously. Knows that numbers identify how many objects are in a set. 40-60 Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. Begins to use ‘teens’ to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Then 1-20. Counts on irregular arrangement of up to ten objects. Finds one more or one less from a group of up to five objects, then ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. Eye on the goal – Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</p>
<p>Physical Development</p>	<p>Understanding the World</p>
<p>30-50 Can stand momentarily on one foot when shown. Can catch a large ball. 40-60 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand. Eye on the goal – Children show good control and co-ordination in large and small movements.</p>	<p>30-50 Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. 40-60 Enjoys joining in with family customs and routines. Identify and talk about events in their own life and in the lives of family members, e.g. birthday, visit to grandparent. Beginning to differentiate between past and present. Eye on the goal - Children talk about past and present events in their own lives and in the lives of family members.</p>
<p>Expressive Arts and Design</p>	
<p>30-50 Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. 40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Eye on the goal – Children sing songs, make music and dance, and experiment with ways of changing them.</p>	

Reception: Why are there so many leaves on the ground?

The purpose of this is to develop a basic understanding of seasonal changes. It can also make children aware of the environment around them and can easily link to environmental issues such as recycling.

Suggestion Guided Reading	<i>Trip to the woods to play in the leaves and explore natural art, den making etc.</i> My world, my seasons – Siobhan Dodds	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	Why do I know that it won't be hot and sunny tomorrow?	
LO 2	How can I create Autumn's colours?	
LO 3	How do I know that it is colder now than when I was on holiday?	
LO 4	Are all the leaves the same shape?	
LO 5	What happens to all leaves that were on the ground?	
LO 6	Reflection: so what did we learn about Autumn?	

Reception: Why are there so many leaves on the ground?

Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 is more outgoing towards unfamiliar people and more confident in new social situations. Show confidence in asking adults for help. Welcomes and values praise for what they have done.</p> <p>40-60 Confident in speaking in front of a small group. Chooses equipment necessary to complete a task. Can describe self in positive terms and talk about their ideas, and choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>30-50 Recognises familiar words and signs such as own names and advertising logos. Segment words orally, and use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Begins to see sounds from their own name in other words.</p> <p>40-60 Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Eye on the goal – They also read some common irregular words. Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>
Communication and Language	Mathematics
<p>30-50 Listens to others one-to-one or in small groups when conversation interests them. Listens to stories with increasing attention and recall.</p> <p>40-60 Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story.</p> <p>Eye on the goal – They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Compares two groups of objects, saying when they have the same number.</p> <p>40-60 Recognises some numerals of personal significance, finds the total number of items in two groups by counting all of them and starting to use 'counting on'. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting including counting on and back.</p> <p>Eye on the goal – Using quantities and objects, they add and subtract two single-digit numbers.</p>
Physical Development	Understanding the World
<p>30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Eye on the goal – They move confidently in a range of ways, safely negotiating space.</p>	<p>30-50 Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>40-60 Know familiar places identifying features, e.g. play area, flower beds, pond, café in a park</p> <p>Eye on the goal – They talk about the features of their own immediate environment and how environments might vary from one another.</p>
Expressive Arts and Design	
<p>30-50 Explains colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>40-60 Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects.</p> <p>Eye on the goal – They safely use and explore a variety of materials. Tools and techniques, experimenting with colour, design, texture, form and function.</p>	

Reception: Who are the famous characters inside my books?

	Using the Jolly Postman as a starter for this objective introduces children to the idea that characters in books are sometimes confusing and amusing when out of context. This is a good objective to develop the love of literature that we want children to have.	
Suggestion Guided Reading	<i>The Jolly Postman. Have volunteers dress as characters from the book and read out their letters.</i> The Jolly Postman – Janet Ahlberg	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	Could you be a super hero like Traction Man or Super Daisy?	
LO 2	Where are the Wild Things?	
LO 3	Is there any Room on the Broom for me?	
LO 4	Could you help the three Billy Goats Gruff get to the other side of the bridge?	
LO 5	Would you like to have tea with The Gruffalo?	

LO 6	Reflection: make a book like the Jolly Postman using the characters explored throughout the objective. Read to another child from another class.	
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Reception: Who are the famous characters inside my books?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>40-60 Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Begins to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.</p> <p>Eye on the goal – Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules.</p>	<p>30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Joins in with repeated refrain and anticipates key events and phrases in rhymes and stories.</p> <p>40-60 Continues a rhyming string. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Eye on the goal – They use phonic knowledge to decode regular words and read them aloud accurately.</p>
Communication and Language	Mathematics
<p>30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall.</p> <p>40-60 Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story.</p> <p>Two-channelled attention – can listen and do for short span. Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Eye on the goal – They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas of actions.</p>	<p>30-50 Shows curiosity about numbers by offering comments or asking questions. Shows an interest in number problems. Shows an interest in numerals in the environment. Shows an interest in representing numbers.</p> <p>40-60 Records. Using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Can share between 2 using numbers up to 6 and begins to see 'halving' – Uses the language of 'more' and 'fewer' to compare two sets of objects. Beginning to use doubling'</p> <p>Eye on the goal – They solve problems, including doubling, halving and sharing.</p>
Physical Development	Understanding the World

<p>30-50 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>40-60 Handles tools, objects, constructions and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Eye on the goal – They handle equipment and tools effectively, including pencils for writing.</p>	<p>30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>40-60 Complete a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Eye on the goal – They select and use technology for particular purposes.</p>
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Expressive Arts and Design

<p>30-50 Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</p> <p>40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p> <p>Eye on the goal – Children sing songs, make music and dance, and equipment with ways of changing them.</p>
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Reception: Should Goldilocks say sorry?

	<p>This objective brings up the idea of right and wrong and links to children’s spiritual and moral development. Asking children to reflect on what they know about right and wrong and the actions of individuals opens the door to discussion about appropriate behaviour in the classroom.</p>	
Suggestion Guided Reading	<p><i>Stage an ‘incident’ in the classroom for the children to investigate.</i></p> <p>Martha doesn’t say sorry! – Samantha Berger</p>	<p>Record of ideas that work related to the context of the school, community and needs of the children.</p>
LO 1	<p>How do we know if a character is good or bad?</p>	
LO 2	<p>Do you feel sad for the three bears?</p>	
LO 3	<p>Where will Baby Bear find a new chair?</p>	
LO 4	<p>What did Goldilock’s parents say?</p>	

LO 5	How can Goldilocks show that she is sorry?	
LO 6	Reflection: What can we learn from Goldilocks?	

Reception: Should Goldilocks say sorry?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Usually tolerates delay when needs are not immediately met, and understands wishes may not always be met. Usually adapts behaviour to different events, social situations and changes in routine, initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing.</p> <p>40-60 Aware of the boundaries set, and of behavioural expectations in the setting. Explains own knowledge and understanding, and asks appropriate questions of others. Eye on the goal – They adjust their behaviour to different situations, and take changes of routine in their stride. They take account of one another’s ideas about how to organise their activity.</p>	<p>30-50 Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Handles books carefully. Shows interest in illustrations and print in books and print in the environment. Looks at books independently. Knows information can be relayed in the form of print.</p> <p>40-60 Knows that information can be retrieved from books and computers. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Talks about a favourite book they have read. Eye on the goal – They demonstrate understanding when talking with others about what they have read.</p>
Communication and Language	Mathematics

<p>30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Can retell a simple past events in correct order (e.g, went down slide, hurt finger). Uses a range of tenses e.g, play, playing will play, played)</p> <p>40-60 Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story. Two-channelled attention- can listen and do for short span. Understands humour, e.g. nonsense rhymes, jokes. Uses language to imagine and recreate roles and experiences in play situations. Shows awareness of past and future.</p> <p>Eye on the goal – They use past, present and future forms accurately when talking about events that have happened or are to happen in the future..</p>		<p>30-50 Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>40-60 Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to time and money. Measures short periods of time in simple ways.</p> <p>Eye on the goal - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	
Physical Development		Understanding the World	
<p>30-50 Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.</p> <p>40-60 Eats a healthy range of food stuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need of the safety when tackling new challenges, and considers and manages some risks.</p> <p>Eye on the goal – Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>		<p>30-50 Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Knows that information can be retrieved from computers.</p> <p>40-60 Begins to understand how technology is used in everyday life, e.g. knows that a bar-code records price of items in shops, can role play a telephone conversation.</p> <p>Eye on the goal - Children recognise that a range of technology is used in places such as homes and schools.</p>	
Expressive Arts and Design			
<p>30-50 Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance.</p> <p>40-60 Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p> <p>Eye on the goal – They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>			
Reception: Are all mini beasts scary?			
	<p>This objective enables exploration of the outdoor area and use of scientific equipment. Children can learn how to attract mini beasts to the outdoor area and the importance of mini beasts in the environment.</p>		
Suggestion Guided Reading	<p><i>Visit from a mini beast expert bringing large and small insects to look at and handle.</i></p> <p>The Bad-tempered Ladybird – Eric Carle</p>	<p>Record of ideas that work related to the context of the school, community and needs of the children.</p>	
LO 1	<p>Why does a spider need a web?</p>		

LO 2	Where did the butterfly come from?	
LO 3	Does a worm have legs?	
LO 4	Why does a snail carry its house around?	
LO 5	Why does a ladybird have spots?	
LO 6	Do min beasts have birthdays?	
LO 7	Reflection: building a mini beast city?	

Reception: Are all mini beasts scary?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 40-60 Takes steps to resolve conflicts with other children, e.g. finding a	30-50 Segment words orally, and sime clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence. Begins to see sounds from their own name in other words. Recognise own name in print.

<p>compromise. Eye on the goal – They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>	<p>40-60 Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels, captions. Eye on the goal - Children use their phonic knowledge to write words in ways which match their spoken sounds. They write some irregular common words.</p>
Communication and Language	Mathematics
<p>30-50 Beginning to use more complex sentences to link thought (e.g. using and, because). Uses intonation rhythm and phrasing to make the meaning clear to them. 40-60 Links statements and sticks to a main theme or intention. Uses language to imagine and recreate roles and experiences in play situations. Shows awareness of past and future. Extends vocabulary, especially by grouping and naming explaining the meaning and sounds of new words. Eye on the goal – They develop their own narratives and explanations by connecting ideas or events.</p>	<p>30-50 Uses positional language. 40-60 Can describe their relative position such as ‘behind’ or ‘next to’. Uses familiar objects and common shapes to create and recreate patterns and build models. Orders and sequences familiar events. Shows care and concern for living things and the environment. 40-60 Use all their sense to investigate materials and living things appropriately. Identify features of materials and living things, e.g. animals with legs or those with wings. Eye on the goal – They recognise, create and describe patterns</p>
Physical Development	Understanding the World
<p>30-50 Gains more bowel and bladder control and can attend to toilet needs most of the time themselves. Can usually manage washing and drying hands. 40-60 Usually dry and clean during the day. Usually dresses and undresses independently. Eye on the goal - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>30-50 Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Can talk about some of the things they observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment. 40-60 Use all their sense to investigate materials and living things appropriately. They make observations of animals and plants and explain why some things occur, and talk about changes. Eye on the goal – Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
Expressive Arts and Design	
<p>30-50 Uses movement to express feelings and creates movement in response to music. Sings to self and makes up simple songs, INCLUDING RHYTHMS. Notice what adults do, imitating what is observed and then doing it spontaneously when the adults is not there. Engages in imaginative role-play based on own first-hand experiences and builds stories around toys, e.g. farm animals needing rescue. 40-60 Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narratives into their play. Plays cooperatively as part of a group to develop and act out a narrative. Eye on the goal - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	
Reception: Who can I ask for help?	
	<p>This objective enables discussion around future careers and gives children aspirations. It also enables them to see the range of helpful people in the community. If it is appropriate, it is a good time to look at ‘stranger danger’ too.</p>

Suggestion Guided Reading	<i>A visit from the crossing patrol, a medical practitioner, dentist, fire fighter, etc. to talk about their role in the community.</i> We work at the hospital – Angela Aylmore	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	How does Bob the Builder help us?	
LO 2	What does Postman Pat do?	
LO 3	Why do some people need to wear special clothes at work?	
LO 4	Why do you go to school?	
LO 5	Why is it important to have a hospital?	
LO 6	When would Fireman Sam be very helpful?	
LO 7	Reflection: who helps you in your community? What would you like to be when you grow up?	

Reception: Who can I ask for help?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60 Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Eye on the goal – They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>	<p>30-50 Sometimes gives meaning to marks as they draw and paint. Ascribe meanings to marks that they see in different places. Understands ‘sentences’ have a beginning and an end. Use recognisable letters from own name.</p> <p>40-60 Attempts to write sentences in meaningful contexts. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Eye on the goal – They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Communication and Language	Mathematics
<p>30-50 Builds up vocabulary that reflects the breadth of their experiences.</p> <p>40-60 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Listens and responds to ideas expressed by others in conversation or discussion. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Listens to stories from beginning to end.</p> <p>Eye on the goal - The answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>30-50 Show an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the movement. Beginning to talk about the shapes of everyday objects, e.g. ‘round’, ‘tall’</p> <p>40-60 Beginning to use mathematical names for ‘solid’ and ‘flat’ 2D shapes and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Eye on the goal - They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
Physical Development	Understanding the World
<p>30-50 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>40-60 Handles tools, objects, constructions and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Eye on the goal – They handle equipment and tools effectively, including pencils for writing.</p>	<p>30-50 Shows interest in different occupations and ways of life. 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.</p> <p>40-60 Shows interest in the lives of people familiar to them. Notice that other children don’t always share some interests. Notice that others have different special days e.g. birthdays</p> <p>Eye on the goal - They know about similarities and differences between themselves and others and among families, communities and traditions</p>
Expressive Arts and Design	
<p>30-50 Developing preferences for forms of expression. Uses movement to express feelings and creates movement in response to music. Sings to self and makes up simple songs, including</p>	

rhythms. Notices what adults do, imitating what s observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences ad builds stories around toys, e.g. farm animals needing rescue. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40-60 Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays co-operatively as part of a group to develop and act out a narrative.

Eye on the goal - They represent their own ideas, thoughts and feelings through design and technology, art, music, role-play and stories.

Reception: Is everybody's home the same?

	A good objective for setting in time where children can consider their own homes and families and where they live in relation to each other and school.	
Suggestion Guided Reading	<i>A walk in the local area looking at the different homes that people live in. Develop the 'home corner' in the classroom with help and suggestions from children.</i> The House that Jack Built – J.P.Miller	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	What is your home like?	
LO 2	What is a home like in, for example, Pakistan?	
LO 3	What can we do to be safe at home?	
LO 4	Who lives in a house like this? (animals)	
LO 5	What does every home have?	
LO 6	Who lives in a castle?	

LO 7	Reflection: ‘Let’s build the biggest den’ competition.	
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Reception: Is everyone’s home the same?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Can select and use activities and resources with help. Enjoys responsibility of carrying out small tasks. Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>40-60 Willingly participate in a wide range of activities. Show enthusiasm and excitement when anticipating and engaging in certain activities. Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Eye on the goal - Children are confident to try new activities, and say why they like some activities more than others.</p>	<p>30-50 Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups. Describe main story settings, events and principal characters.</p> <p>Holds books the correct way up and turns pages.</p> <p>40-60 Begins to read words and simple sentences. Enjoys an increasing range of books.</p> <p>Eye on the goal – Children read and understand simple sentences</p>
Communication and Language	Mathematics
<p>30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Uses talk to connect ideas, explain what is happening and anticipating what might happen next, recall and relive past experiences.</p> <p>40-60 Maintain attention, concentrates and sits quietly when required to do so. Two-channelled attention – can listen and do for short span. Responds to simple instructions, e.g. to get or put away an object. Able to follow a story without pictures or props.</p> <p>Eye on the goal – Children listen attentively in a large range of situations.</p>	<p>30-50 Uses some number names accurately in play. Recites numbers in order to 10. Sometimes matches numeral and quantity correctly. Realises not only objects but anything can be counted, including steps, claps or jumps. Uses some number names and number language spontaneously. Knows that numbers identify how many objects are in a set.</p> <p>40-60 Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. Begins to use ‘teens’ to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Then 1-20. Counts on irregular arrangement of up to ten objects. Finds one more or one less from a group of up to five objects, then ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.</p>

	Eye on the goal – Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.	
Physical Development		Understanding the World
<p>30-50 Can stand momentarily on one foot when shown. Can catch a large ball.</p> <p>40-60 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand.</p> <p>Eye on the goal - Children show good control and coordination in large and small movements.</p>		<p>30-50 Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</p> <p>40-60 Enjoys joining in with family customs and routines. Identify and talk about events in their own life and in the lives of family members, e.g. birthday, visit to grandparent.</p> <p>Beginning to differentiate between past and present.</p> <p>Eye on the goal – Children talk about past and present events in their own lives and in the lives of family members.</p>
Expressive Arts and Design		
<p>30-50 Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically.</p> <p>40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments..</p> <p>Eye on the goal - Children sing songs, make music and dance, and experiment with ways of changing them.</p>		
Reception: Why is it always cold winter?		
	A very exciting objective with Christmas as the reflection focus.	
Suggestion Guided Reading	<i>Freeze some of the children's favourite toys into blocks of ice and let them decide how to get them out.</i> The Snowman – Raymond Briggs	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	Are you as cuddly as Cuddly Dudley?	
LO 2	Where do animals go in winter?	
LO 3	Where did the snowman go?	
LO 4	How can I keep warm?	
LO 5	Why can I see my breath?	

LO 6	Where does Father Christmas live?	
LO 7	Reflection: throughout this day, based upon the theme of a Winter Wonderland, the children will learn about the history of Christmas and take art in arts and craft activities.	

Reception: Why is it always cold in winter?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Is more outgoing towards unfamiliar people and more confident in new social situations. Show confidence in asking adults for help. Welcomes and values praise for what they have done.</p> <p>40-60 Confident in speaking in front of a small group. Chooses equipment necessary to complete a task. Can describe self in positive terms and talk about abilities.</p> <p>Eye on the goal – They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>30-50 Recognises familiar words and signs such as own name and advertising logos. Segment words orally, and use some clearly identifies letters to communicate meaning, representing some words correctly and in sequence. Begins to see sounds from their own name in other words.</p> <p>40-60 Can segment the sounds in simple words and blend them together and knows which letters represent some of them.. Continues a rhyming string. Hears and says the initial sounds words.</p> <p>Can segment the sounds in simple words and blend them together. Links sounds</p>

		to letters, naming and sounding the letters of the alphabet. Eye on the goal - They also read some common irregular words. Children use their phonic knowledge to write words in ways which match their spoken sounds.
Communication and Language		Mathematics
30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. 40-60 Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story. Show interest when presented with alternative possibilities. Eye on the goal – They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.		30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Compares two groups of objects, saying when they have the same number. 40-60 Recognise some numerals of personal significance. Finds the total number of items in two groups by counting all of them and starting to say 'counting on'. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting including counting on and back. Eye on the goal - Using quantities and objects, they add and subtract two single digit numbers.
Physical Development		Understanding the World
30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates successfully, adjusting speed or direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Eye on the goal - They move confidently in a range of ways, safely negotiating space.		30-50 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 40-60 Know familiar places identifying features, e.g. play area, flower bed, pond, café in a park. Eye on the goal - They talk about the features of their own immediate environment and how environments might vary from one another.
Expressive Arts and Design		
		30-50 Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. 40-60 Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Eye on the goal - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Reception: How can we help Cinderella have a ball?		
	This objective develops an appreciation of traditional tales and a simple introduction to story structure. It also brings in the moral aspect of kindness.	
Suggestion Guided Reading	<i>Dress as 'Cinder' and let the children ask you questions about how hard life is and how you would love a party!</i> Cinderella and the furry godmother – Dixie Phillips	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	How can we make Cinderella's Christmas	

	more exciting?	
LO 2	How can we make Prince Charming's castle modern?	
LO 3	Why is a glass slipper not a sensible dancing shoe?	
LO 4	Would you prefer Prince Charming or Cinderella's file?	
LO 5	How can we make our hall fit for the ball?	
LO 6	How can we make sure everyone has a special time at the ball?	
LO 7	Reflection: Who can we invite to 'Strictly Come to the Ball'?	
Prime Areas		Specific Areas
Personal, Social and Emotional Development		Literacy
<p>30-50 Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>40-60 Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Begins to be able to negotiate</p>		<p>30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Joins in with repeated refrain and anticipates key events and phrases in rhymes and stories.</p> <p>40-60 Continues a rhyming string. Hears and says the initial sound in</p>

<p>and solve problems without aggression e.g. when someone has taken their toy. Eye on the goal – Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as art of a group or class and understand and follow the rules.</p>	<p>words. Links sounds to letters, naming and sounding the letters of the alphabet. Eye on the goal – They use phonic knowledge to decode regular words and read them aloud accurately.</p>
Communication and Language	Mathematics
<p>30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. 40-60 Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story. Two-channelled attention – can listen and do for short span. Understands humour, e.g. nonsense rhymes, jokes. Eye on the goal – They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas of actions.</p>	<p>30-50 Shows curiosity about numbers by suffering comments or asking questions. Shows an interest in number problems. Shows an interest in numerals in the environment. Shows a interest in representing numbers. 40-60 Records. Using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Can share between 2 using numbers up to 6 and begins to se ‘ halving’ – Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. Beginning to use doubling’ Eye on the goal – They solve problems, including doubling, halving and sharing.</p>
Physical Development	Understanding the World
<p>30-50 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. 40-60 Handles tools, objects, constructions and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Eye on the goal – They handle equipment and tools effectively, including pencils for writing.</p>	<p>30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 40-60 Completes a simple gram on a computer. Uses ICT hardware to interact with age-appropriate computer software. Eye on the goal – They select and use technology for particular purposes.</p>
Expressive Arts and Design	
<p>30-50 Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. 40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Eye on the goal – Children sing songs, make music and dance, and equipment with ways of changing them.</p>	
Reception: Twinkle, twinkle, little star, how I wonder what you are?	
	<p>This objective gives children a sense of the universe. While this is concept that children will difficult, it does give them chance to consider facts like our own sun as a star, stars making constellations and the use of the word ‘star’ in relation to fame.</p>

Suggestion Guided Reading	Watch a trip around the universe on the smart board. On the moon – Anna Milbourne	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	How many stars are there?	
LO 2	Can you see a star in the daytime?	
LO 3	Do stars make patterns and what are their names?	
LO 4	Can we see ‘stars’ on the television?	
LO 5	Why do stars twinkle?	
LO 6	Who is the ‘star of the week’?	
LO 7	Reflection: children dress as star and make their own constellations	

Reception: Twinkle, twinkle little star, how I wonder what you are?

Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Usually tolerates delay when needs are not immediately met, and understands wishes may not always be met. Usually adapts behaviour to different events, social situations and changes in routine, initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing.</p> <p>40-60 Aware of the boundaries set, and of behavioural expectations in the setting. Explains own knowledge and understanding, and asks appropriate questions of others. Eye on the goal – They adjust their behaviour to different situations, and take changes of routine in their stride. They take account of one another’s ideas about how to organise their activity.</p>	<p>30-50 Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Handles books carefully. Shows interest in illustrations and print in books and print in the environment. Looks at books independently. Knows information can be relayed in the form of print.</p> <p>40-60 Knows that information can be retrieved from books and computers. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Talks about a favourite book they have read. Eye on the goal – They demonstrate understanding when talking with others about what they have read.</p>
Communication and Language	Mathematics
<p>30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Can retell a simple past events in correct order (e.g, went down slide, hurt finger). Uses a range of tenses e.g, play, playing will play, played)</p> <p>40-60 Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story. Two-channelled attention- can listen and do for short span. Understands humour, e.g. nonsense rhymes, jokes. Uses language to imagine and recreate roles and experiences in play situations. Shows awareness of past and future. Eye on the goal – They use past, present and future forms accurately when talking about events that have happened or are to happen in the future..</p>	<p>30-50 Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.</p> <p>40-60 Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to time and money. Measures short periods of time in simple ways. Eye on the goal - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>
Physical Development	Understanding the World
<p>30-50 Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.</p> <p>40-60 Eats a healthy range of food stuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need of the safety when tackling new challenges, and considers and manages some risks. Eye on the goal – Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>30-50 Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Knows that information can be retrieved from computers.</p> <p>40-60 Begins to understand how technology is used in everyday life, e.g. knows that a bar-code records price of items in shops, can role play a telephone conversation. Eye on the goal - Children recognise that a range of technology is used in places such as homes and schools.</p>
Expressive Arts and Design	
<p>30-50 Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance.</p> <p>40-60 Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p>	

Eye on the goal – They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Reception: Was it once upon a mixed up time?

	Children consider the concept of what is real and how we know and develop skills in thinking counterfactually. Again, looking at traditional tales enables the embedding of the basic structure of a story and enables children to begin to replicate this.	
Suggestion Guided Reading	<i>Interview the big bad wolf as the victim of the three little pigs!</i> Honestly, Red Riding Hood was rotten! - Trisha Speed Shaskan	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	Do you feel sorry for the big bad wolf?	
LO 2	A long, long time ago was there an ogre called Shrek?	
LO 3	What are the dangers in a house of straw?	
LO 4	Fairy Godmother, why did your magic stop at midnight?	
LO 5	Is t a good idea to make my house out of sweets?	

LO 6	Reflection: groups of children choose their favourite fairy tale and act it out.	
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Reception: Was it once upon a mixed up time?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60 Takes steps to resolve conflicts with other children, e.g. finding a compromise. Eye on the goal – They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>	<p>30-50 Segment words orally, and clearly identifies letters to communicate meaning representing some sounds correctly and in sequence. Begins to see sounds from their own name in other words. Recognise own name in print.</p> <p>40-60 Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels, captions.</p> <p>Eye on the goal - Children use their phonic knowledge to write words in ways which match their spoken sounds. They write some irregular common words.</p>
Communication and Language	Mathematics
<p>30-50 Beginning to use more complex sentences to link thought (e.g. using and, because). Uses intonation rhythm and phrasing to make the meaning clear to them.</p> <p>40-60 Links statements and sticks to a main theme or intention. Uses language to imagine and recreate roles and experiences in play situations. Shows awareness of past and future. Extends vocabulary, especially by grouping and naming explaining the meaning and sounds of new words.</p> <p>Eye on the goal – They develop their own narratives and explanations by connecting ideas or events.</p>	<p>30-50 Uses positional language</p> <p>40-60 Can describe their relative position such as ‘behind’ or ‘next to’.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models. Orders and sequences familiar events.</p> <p>Eye on the goal - They recognise, create and describe patterns.</p>
Physical Development	Understanding the World
<p>30-50 Gains more bowel and bladder control and can attend to toilet needs most of the time themselves. Can usually manage washing and drying hands.</p> <p>40-60 Usually dry and clean during the day. Usually dresses and undresses independently.</p> <p>Eye on the goal - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>30-50 Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Can talk about some of the things they observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment.</p> <p>40-60 Use all their sense to investigate materials and living things appropriately. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Eye on the goal – Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and</p>

		plants and explain why some things occur, and talk about changes.
Expressive Arts and Design		
30-50 Uses movement to express feelings and creates movement in response to music. Sings to self and makes up simple songs, INCLUDING RHYTHMS. Notice what adults do, imitating what is observed and then doing it spontaneously when the adults is not there. Engages in imaginative role-play based on own first-hand experiences and builds stories around toys, e.g. farm animals needing rescue.		
40-60 Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narratives into their play. Plays cooperatively as part of a group to develop and act out a narrative.		
Eye on the goal - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.		
Reception: How do we make sense of the world?		
	This objective involves lots of sensory play and enables children to develop their vocabulary around the sense. It is a great opportunity to develop children's skills in listening to the opinions of others and giving their own opinions and views..	
Suggestion Guided Reading	<i>Children work in pairs to blindfold each other and lead each other around, progressing to following the sound of each others voices.</i> Polar Bear, Polar Bear, What Do You Hear? Eric Carle	Record of ideas that work related to the context of the school, community and needs of the children.
LO 1	Why do some things taste nice?	
LO 2	What made that noise?	
LO 3	What's in the box?	
LO 4	Where do smells come from?	

LO 5	What do you spy with your little eye?	
LO 6	What is it really?	
LO 7	Reflection: a sensory guessing game with prizes for the winners.	

Reception: Was it once upon a mixed up time?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60 Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Eye on the goal – They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>	<p>30-50 Sometimes gives meaning to marks as they draw and paint. Ascribe meanings to marks that they see in different places. Understands ‘sentences’ have a beginning and an end. Use recognisable letters from own name.</p> <p>40-60 Attempts to write sentences in meaningful contexts. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Eye on the goal – They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Communication and Language	Mathematics
<p>30-50 Builds up vocabulary that reflects the breadth of their experiences.</p> <p>40-60 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Listens and responds to ideas expressed by others in conversation or discussion. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Listens to stories from beginning to end.</p> <p>Eye on the goal - The answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>30-50 Show an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the movement. Beginning to talk about the shapes of everyday objects, e.g. ‘round’, ‘tall’</p> <p>40-60 Beginning to use mathematical names for ‘solid’ and ‘flat’ 2D shapes and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Eye on the goal - They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
Physical Development	Understanding the World

<p>30-50 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>40-60 Handles tools, objects, constructions and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Eye on the goal – They handle equipment and tools effectively, including pencils for writing.</p>	<p>30-50 Shows interest in different occupations and ways of life. 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.</p> <p>40-60 Shows interest in the lives of people familiar to them. Notice that other children don't always share some interests. Notice that others have different special days e.g. birthdays</p> <p>Eye on the goal - They know about similarities and differences between themselves and others and among families, communities and traditions</p>
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Expressive Arts and Design

<p>30-50 Developing preferences for forms of expression. Uses movement to express feelings and creates movement in response to music. Sings to self and makes up simple songs, including rhythms. Notices what adults do, imitating what s observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences ad builds stories around toys, e.g. farm animals needing rescue. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>40-60 Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays co-operatively as part of a group to develop and act out a narrative.</p> <p>Eye on the goal - They represent their own ideas, thoughts and feelings through design and technology, art, music, role-play and stories.</p>

105 Good Books

1	Elmer and the Rainbow	David McKee
2	Elmer's Weather	David McKee
3	Elmer in the Snow	David McKee
4	Elmer and the Wind	David McKee
5	Elmer	David McKee
6	Maisy's Wonderful Weather Book	Lucy Cousins
7	Hot Days	Jennifer S. Burke
8	There Was an Old Lady Who Swallowed a Fly + CD	Pam Adams
9	The Wheels on the Bus	Annie Kubler
10	Our Cat Cuddles	Gervase Phinn
11	Over on the Farm	Christopher Gunson
12	The Baby Who Wouldn't Go to	Helen Cooper

13	Bed	Jill Tomlinson & Paul Howard
	The Owl Who Was Afraid of the Dark	
14	Ponko and the South Pole	Meredith Hooper & Jan Ormerod
15	Bumper to Bumper	Jakki Wood
16	Fire-Fighters	Claire Oliver
17	Ambulance Crew	Claire Oliver
18	My Day	Henry Pluckrose
19	My World, My Seasons	Siobhan Dodds
20	You Can Be My Friend	Lauren Child
21	I Can Do Anything That's Everything All on My Own	Lauren Child
22	Ruby's Rainy Day	Rosemary Wells
23	One Snowy Night	Nick Butterworth
24	After the Storm	Nick Butterworth
25	The Incredible Book Eating Boy	Oliver Jeffers
26	We Work at the Hospital	Angela Aylmore
27	Kipper's Rainy Day	Mick Inkpen
28	Kipper's Sunny Day	Mick Inkpen
29	Weather	Mick Inkpen
30	Kipper's Snowy Day	Mick Inkpen
31	Penguin Small	Mick Inkpen
32	The Polar Bear Son: An Inuit Tale	Lydia Dabcovich
33	Flashing Fire Engines	Tony Mitton & Ant Parker
34	Roaring Rockets	Tony Mitton & Ant Parker
35	First Step Weather: A Cloudy Day	Robin Nelson
36	The Giant Jam Sandwich	
37	The Snail and the Whale	John Vernon Lord
38	Little Polar Bear	Julia Donaldson
39	Rainbow Fish	Hans de Beer

40	The Rumble in the Jungle	Giles Andreae
41	Emergency!	Margaret Mayo & Alex Ayliffe
42	Clock and Clock of Family and Hill and Hill!	Margaret Mayo & Alex Ayliffe Giles Andreae
43	Dring the Animals Bpp	Jan Ormerod
44	Red Hat and Red Feet Sings:	Jan Ormerod
45	Kipper's Weather Week	Roderick Hunt
46	Beautiful Baaaaa Big Book	Mick Inkpen
47	One Warm Fox	Elizabeth Ingham
48	I Absolutely Must Do Colouring- Colouring in Now	Elizabeth Ingham Lauren Child
49	Paddle Bear Paddle Bear, What Do You See?	Eric Carle Eric Carle
50	White Horse	Eric Carle
51	The Enormous Crocodile	Roald Dahl
52	The Wind-up Chameleon	Roald Dahl
53	Mathias' Don't Say Sorry!	Eric Carle
54	The Tiny Seed	Eric Carle
55	From Head to Toe	Eric Carle
56	March, Dribble, Stomp, Stomp!	Eric Carle
57	The Back Stomped Ladybird	Sandra Berger
58	From Head to Toe Bear, What Do You See?	Eric Carle
59	The Very Hungry Caterpillar	Eric Carle
60	The Bad Bear, Brown Bear, What Do You See?	Eric Carle
61	Do You Want to be My Friend?	Eric Carle
62	The Brown Bear, What Do You See?	Raymond Briggs
63	Do You See? Animals in Cold Do You Want To Be My Friend	Eric Carle
64	The Snow Walk	Eric Carle

65	The Wind Blows Animals in Cold Places Stormy Night	Ryan Hood Briggs Ruth Butterfield
66	The Snowy Day	John Cunliffe
67	The Wakes Pancakes!	Eric Carle
68	Time to Get Up	Gill McLean
69	The Foggy Day	Ruth Brown
70	Pancakes, Pancakes!	John Cunliffe
71	Time to Get Up	Eric Carle
72	Man on the Moon: A Day in the Life of Bob	Gill McLean Simon Bartram
73	On the Moon	
74	The Scarecrow's Secret	Anna Milbourne
75	Cuddly Dudley	Heather Amery
76	We're Going on a Bear Hunt	Jez Alborough
77	Friends	Michael Rosen
78	This is the Bear	Kim Lewis
79	Emma's Lamb	Sarah Hayes
80	Can't You Sleep, Little Bear	Kim Lewis
81	Handa's Surprise: Big Book	Martin Waddell
82	The Train Ride: Big Book	Eileen Browne
83	Spot's Snowy Day	June Grebbin
84	Open Wide! My First Trip to the Dentist	Eric Hill Jen Green & Mike Gordon
85	Traction Man	
86	Super Daisy	Mini Grey
87	The Gruffalo	Nick Sharratt & Kes Grey
88	The Jolly Postman	Julia Donaldson
89	Where the Wild Things Are	Janet & Allan Ahlberg
90	Would You Rather?	Maurice Sendak
91	Room on the Broom	John Burningham

92	Gorilla	Julia Donaldson and Axel Scheffler
93	Dear Zoo	Anthony Browne
94	I Will Not Ever Never Eat A Tomato	Rod Campbell Lauren Child
95	Princess Smartypants	
96	Hairy Maclary	Babette Cole
97	Little Mouse's Big Book of Fears	Lynley Dodd
98	Dogger	Emily Gravett
99	The Tiger Who Came to Tea	Shirley Hughes
100	Not Now Bernard	Judith Kerr
101	Mog the Forgetful Cat	David McKee
102	Dear Greenpeace	Judith Kerr
103	The House that Jack Bult	Simon James
104	Cinderella and the Furry Godmother	J.P. Miller Dixie Phillips
105	Honestly, Red Riding Hood was Rotten	Trisha Speed Shaskan

RECEPTION – TARGET STATEMENTS	
ASSESSMENT AND PROGRESSION STATEMENT	I 'Can' Statements
Sentence Structure and Punctuation <ul style="list-style-type: none"> Write simple words and phrases. Composes a sentence orally and attempt to replicate it in writing. 	Sentence Structure and Punctuation <ul style="list-style-type: none"> I can write words. I can say and begin to write simple sentences.

- Shows some awareness of how full stops are used in writing or reading.
- Full stops may be used to mark the end of a line rather than a sentence..
- Begins to join ideas with 'and'.
- Some use of capital letters.
- Writing begins to show an awareness of how full stops are used.
- Writes simple sentences that makes sense.
- Begins to join simple sentences with 'and'.
- Some sentences demarcated with capital letters and full stops.
- Sometimes attempts to match sentence structure to purpose.

Text Structure and Organisation

- Writing is orientated correctly, (top to bottom, left to right).
- Some ideas may be linked by 'and' .
- Simple beginning, middle and end are becoming apparent through imitated story language.
- Compose a sentence orally before writing it.
- Sequence sentences to form shorty narratives.
- Re-read what they have written to check that it makes sense.
- Some formulaic phrases are used to indicate the start/end, e.g. **once upon a time, one day, the end.**

Composition and Effect

- Recognise ideas and simple words and phrases ae=re used to convey meaning.
- Begins to write in different forms, **e.g. lists, captions, simple stories.**
- Writing can generally be read and without mediation.
- Begins to use story language.
- Narrative or non-narrative identifiable.
- Pupil uses appropriate vocabulary, making choices between alternative supplied **e.g. word banks.**

- I can point out full stops and say what they are used for.
- I can use the word 'and' in my sentences.
- I can remember to end my sentence with a full stop.
- I can write sentences which make sense.
- I can join sentences with the word 'and'.
- I can use a capital letter.
- I try to remember to say and write sentences for different reasons like introductions and stories.
- I can write letters using the right movements.
- I can spell all Reception word list and CVC words.

Text Structure and Organisation

- I can start my writing at the top of the page on the left side.
- I can use the word and to join my ideas.
- I will be able to tell a simple story with a beginning, middle and end.
- I can put events in the right order.
- I can order words from stories like '**once upon a time..., one day... and the end...**

Composition and Effect

- I can write letters and words.
- I can write lists, captions and stories.
- I can use my phonics when I am writing so that my teacher and my friends can read it.
- I can use some story language like '**once upon a time' big bad wolf, and happily ever after.**
- I can choose some good words to put in my writing.
- I can write stories and non-fiction.
- I can use a word bank and choose the best words to put in my writing.

Reception - Year 1

AFs		New Requirements
1	Decoding	<p>Apply phonic knowledge and skills as the route to decode words</p> <ul style="list-style-type: none"> • Match all 40+ graphemes to their phonemes (Phase 3) • Blend sounds in unfamiliar words based on known GPCs • Read common words using phonic knowledge where possible

		<ul style="list-style-type: none"> • Read words containing taught GPCs and s, es, ing, ed, er, est endings • Read words of more than one syllable that contain taught GPCs • Read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) • Read phonetically decodable texts with confidence
2	Retrieval	<p>Understand both the books they can already read accurately and fluently and those they listen to</p> <ul style="list-style-type: none"> • Use prior knowledge to understand texts. • Use context and vocabulary provided to understand texts. • Check that the text makes sense to them as they read and correct miscues. • Talk about the title and the events.
3	Interpretation	<ul style="list-style-type: none"> • Begin to draw inferences from the text and/or the illustrations. • Make predictions based on the events in the text. • Link what they read or hear read to their own experiences. • Explain what they understand about a text. • Say what they like or dislike about a text. • Talk about their responses in a group. • Listen to others' ideas about a text.
4	Organisation	<ul style="list-style-type: none"> • Understand and talk about the main characteristics of the key stories known.
5	Choice	<ul style="list-style-type: none"> • Retell key stories orally using narrative language.
6	Viewpoint	<ul style="list-style-type: none"> • Understand and talk about the main characteristics of the key stories known.
7	Context	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding</p> <ul style="list-style-type: none"> • Respond to a range of texts – narrative, non-fiction and poems. • Say what they like or dislike about a text. • Talk about their responses in a group. • Listen to others' ideas about a text. • Know some key stories, including traditional and fairy tales. • Experience poems and rhymes.
NEW	Oral retelling and Performance	<ul style="list-style-type: none"> • Learn some poems and rhymes by heart. • Retell key stories orally using narrative language.

RECEPTION OBJECTIVES: NUMBER	
NUMBER AND PLACE VALUE	NUMBER AND PALCE VALUE
Objective 1: Counting: 0 to 100, forwards and backwards, from any given number	Objective 2: Count, read and write to 100; in different multiples including 1s, 2s, 5s and 10s

<ul style="list-style-type: none"> Count on from 0 to 20 Count on from 0 to 50 Count on from 0 to 100 Count on from any number to 20 Count on from any number to 50 Count on from any number to 100 Count back from 10 to 0 Count back from 20 to 0 Count back from 50 to 0 Count back from any number smaller than 10 to 0 Count back from any number smaller than 20 to 0 	<ul style="list-style-type: none"> Count in 10s to 50 Count in 2 to 20 Count in 2s to 50 Count in 5s to 50 Write and read all numbers accurately to 10 Write and read all numbers accurately to 20 Write and read all numbers accurately to 50 Write and read all numbers accurately to 100
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NUMBER AND PLACE VALUE	NUMBER AND PALCE VALUE
Objective 3: Identify one more and one less than a given number	Objective 4: Recognise odd and even numbers
<ul style="list-style-type: none"> Know one more than a given number to 20 Know one more than a given number to 50 Know one less than a given number to 20 Know one less than a given number to 50 Write a number that is one more than any given number to 20 Write a number that is one less than any given number to 20 	<ul style="list-style-type: none"> Know all even numbers to 10 Know all odd numbers to 10 Know all even numbers to 20, then to 50 Know all odd numbers to 20, then to 50 Know that an even number can be shared between 2 Know that an odd number cannot be shared equally between 2

YEAR 1 OBJECTIVES: NUMBER	
NUMBER AND PLACE VALUE	NUMBER AND PALCE VALUE
Objective 5: Read and write: 1 to 20 in numerals and words	Objective 6: Distinguish between and use: ordinal and cardinal numbers
<ul style="list-style-type: none"> Read all numbers as numerals and words to 10 Write all numbers as numerals and words to 10 	<ul style="list-style-type: none"> Find missing numbers in a sequence up to 10 Find missing numbers in a sequence up to 20

<ul style="list-style-type: none"> Read all numbers as numerals and words to 20 	Order objects using the terms 1 st , 2 nd , 3 rd , etc Know that a set of 5 objects contains more objects than, say 3, etc (up to 10)
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NUMBER AND PLACE VALUE	NUMBER AND PALCE VALUE
Objective 7: Add and subtract 1-digit and 2-digit numbers to 20, including 0	Objective 8: Add three 1-digit numbers
<ul style="list-style-type: none"> Add two, 1-digit numbers to 10 Add two, 1-digit numbers to 20 (18) Add a 1-digit number to a 2-digit number to 20 Check understanding of 0 (zero) Subtract a 1-digit number from a 2-digit number (up to 20) 	<ul style="list-style-type: none"> Add three, 1-digit numbers (up to 10) Add three, 1 –digit numbers to total no more than 20

NUMBER AND PLACE VALUE	NUMBER AND PALCE VALUE
Objective 9: Know and use all number bonds to 20 and related subtraction facts	Objective 10: Solve simple one-step problems that involve addition and subtraction using concrete objects, pictorial representations and missing number problems
<ul style="list-style-type: none"> Know all number bonds to 10, using addition Know all number bonds to 10, using subtraction Know all number bonds to 20, using addition Know all number bonds to 20, using subtraction 	Solve simple problems involving addition to 10 Solve simple problems involving subtraction to 10 Solve simple problems involving addition to 20 Solve simple problems involving subtraction to 20

MULTIPLICATION AND DIVISION	MULTIPLICATION AND DIVISION
Objective 11: Recognise and write multiplication and division symbols	Objective 12: With support solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays
<ul style="list-style-type: none"> Know the symbol (x) stands for multiplication Know the symbol (\div) stands for multiplication 	<ul style="list-style-type: none"> With support use practical examples of multiplication and division up to 20

YEAR 1 OBJECTIVES: FRACTIONS, MEASUREMENT AND GEOMETRY

FRACTIONS	MEASUREMENT
Objective 13: Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Objective 14: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
<ul style="list-style-type: none"> Can estimate what half of a given object might be 	<ul style="list-style-type: none"> Can estimate what a quarter of a given object might be

<ul style="list-style-type: none"> • Can estimate what half of a given regular shape might be • Using practical materials can show half of a given number of objects 	<ul style="list-style-type: none"> • Can estimate what a quarter of a given regular shape might be • Using practical materials can show a quarter of a given number of objects
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MEASUREMENT	MEASUREMENT
Objective 1: Compare, describe and solve practical problems for: <ul style="list-style-type: none"> • Length and height (long/short/longer/shorter; tall/short; double/half) • Mass/weight (heavy/light, heavier than, lighter than) • Capacity and volume (full/empty, more than. Less than, half, half full, quarter) • Time (quicker, slower, earlier and later) 	Objective 2: Measure and begin to record the following: <ul style="list-style-type: none"> • Length and height • Mass/weight • Capacity and volume • Time (hours, minutes, seconds)
<ul style="list-style-type: none"> • Can compare 2 objects and say which is the longer and shorter • Can compare up to 5 objects and say which is the longest and shortest • Can compare up to 5 objects and say which is the heaviest and lightest • Can compare 2 containers and say which is full, empty, half full • Can describe events which happened earlier and later • Can compare the movement of 2 objects and describe which is slower, quicker 	<ul style="list-style-type: none"> • Can measure the length of an object in non-standard form • Can measure the height of an object in non-standard form • Can measure weight of an object in non-standard form • Can measure how much liquid is in a container in non-standard form

Objective 3: Recognise and now the value of different denominations of coins and notes <ul style="list-style-type: none"> • Recognise 1p, 2p, 5p coins • Recognise 10p, 20p and 50p coins • Recognise a £1 coin • Recognise £5 and £10 notes 	Objective 4: Recognise and use language of dates: days of the week, weeks, months and years <ul style="list-style-type: none"> • Know days of the week in order • Know months of the year in order • Know that seven days make up one week • Know that there are twelve months in a year
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MEASUREMENT	MEASUREMENT
Objective 5 – Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon and	Objective 6 – Tell time: to hour and half past

evening)	
<ul style="list-style-type: none"> • Can order: morning, afternoon and evening • Use terms: before, next and after accurately • Use terms: today, tomorrow, yesterday accurately 	<ul style="list-style-type: none"> • Tell the time to o'clock from one o'clock through to twelve o'clock • Tell the time to half past the hour from half past one through to half past twelve • Draw hands on the clock to show time to 'clock • Draw hands on the clock to show time to 'half-past' the hour • Know that key events such as lunchtime happen at 12 o'clock/home time half past 3