

	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
	<b>Core text</b> Nursery rhymes and Owl Babies	<b>Core text</b> Owl babies continued The family book Dream snow	<b>Core text</b> The three little pigs	<b>Core text</b> Jack and the beanstalk	<b>Core text</b> The very hungry caterpillar	<b>Core text</b> Giraffes can't dance Rainbow Fish
	<b>Associated texts/rhymes</b> Lulu goes to Nursery I'm starting Nursery Other nursery rhyme books Owl non fiction	<b>Associated texts/rhymes</b> I love my Mummy I love my Daddy Guess how much I love you When I miss you Little owl It was a dark cold night Love makes a family That's not my owl (retreat) Wow said the owl (colour) Lulu goes to Nursery I'm starting Nursery Is it Christmas? Christmas non-fiction/winter non fiction Squirrels snowman The V Hungry caterpillar and father Christmas We're going on an elf chase (number) Happy Christmas Lulu 1 little owl song Family song 1 snowman 1 pumpkin song Goldilocks	<b>Associated texts/ rhymes</b> Pigs non fiction Farm animal non fiction Different versions of the story The good little wolf Winter non fiction Hungry hen  Snore!  The pig sneeze  Cock-a-moo-moo  Stickman  The Gruffalo's child  Sometimes I feel happy  Happy and sad book  A squash and a squeeze  Over on the farm counting book	<b>Associated texts/rhymes</b> Jaspers beanstalk Growing non fiction Oliver's vegetables Spring texts Sheep is scared How does a seed grow Wibbly's garden	<b>Associated texts/rhymes</b> Oliver fruit salad Mad about mini beasts The crunching munching caterpillar Butterfly non fiction Spring texts Mini beast non fiction	<b>Associated texts/rhymes</b> Police non fiction Dif versions of red riding hood Wolf non fiction Summer texts
	<b>Phonics books/songs</b> Nursery rhymes Old McDonald Peace at last	<b>Phonics books/songs</b> I am the music man Nursery rhymes  I want to be a drummer Farmyard hullabaloo Do the voices We're going on a bear hunt L is for lion Pigs in pyjamas Some smug slug Penguin blue Brown bear brown bear etc Gingerbread man	<b>Phonics books/songs</b> Dinosaur stomp Wheels on the bus If your happy and you know it Ring a roses Here we go round the mulberry bush We all clap hands together  3 billy goat gruff Listen, listen Road works Sounds all around us Whatever next What the ladybird heard Rumble in the jungle	<b>Phonics books/songs</b>  Jelly on a plate  Fast and slow Construction Old mcdonald had a farm/house (alliteration) Kissing kool kangaroo Duck in the truck Superworm	<b>Phonics books/songs</b>  Minibeast songs (body percussion) Popcorn song beat and body Down in the jungle/garden  All join in Dig dig digging	<b>Phonics books/songs</b>  Own versions of books/songs – adult segmenting for the children to blend
<b>Self-regulation</b>						
<b>Expressing emotions</b>	I am able to demonstrate how I am feeling through actions <b>stage 3</b>	I am aware that I can use my emotions to control situations <b>Stage 3</b>		I can express emotions purposefully dependant on need/situation <b>Stage 4</b>	I express a variety of emotions appropriately <b>Stage 4</b> Sad Happy Angry Fear	I express and label a variety of emotions <b>Stage 5</b>
<b>Understanding emotions</b>		I can respond appropriately to a positive and /or negative emotion from a trusted adult <b>Stage 2</b>  I can recognise and communicate that others are happy and sad e.g. I might point to a child who's crying <b>Stage 3</b>	I can recognise and communicate if I am happy or sad <b>Stage 4</b>  I am aware that my actions could make others feel happy or sad <b>Stage 4</b>  I understand and can communicate what makes or has made others happy or sad <b>Stage 4</b>	I can recognise and communicate that others are angry and scared <b>Stage 4</b>	I can talk about my feelings in more elaborate ways e.g. I am sad because... I love Eid because... <b>Stage 4</b>  I show empathy and offer comfort to my peers <b>Stage 4</b>	I am able to communicate if I am happy/sad/scared/angry  I attempt to repair a relationship or situation where I have caused upset or conflict and I understand how my actions have an impact on others <b>Stage 5</b>  I know strategies that can help others if they feel happy or sad <b>Stage 5</b>

<b>Managing emotions</b>	I am able to use a known strategy to regulate myself e.g. find my own comforter <b>Stage 3</b>	I can adapt my behaviour and can participate and cooperate as I become more familiar with and anticipate routine <b>Stage 3</b>	I understand turn taking and show emotional control <b>Stage 3</b>	<p>I can use a range of learnt strategies to manage happy and sad emotions <b>Stage 4</b></p> <p>I will seek out a trusted adult to help me manage conflict <b>Stage 4</b></p> <p>I can manage my emotions and tolerate situations in which my wishes cannot be met <b>Stage 4</b></p> <p>I show emotions and control when waiting for a turn and can resist the strong urge to grab something I want or push my way to the front <b>Stage 4</b></p>	<p>I can manage my emotions and tolerate situations in which my wishes cannot be met <b>Stage 4</b></p> <p>I can manage conflict with support <b>Stage 5</b></p> <p>I can follow rules and understand these are important <b>Stage 4</b></p> <p>I understand fairness and am able to negotiate and compromise <b>Stage 5</b></p>	<p>If I am regulated I can manage my actions to prevent sadness in others, demonstrating an understanding of consequences <b>Stage 5</b></p> <p>I show resilience and perseverance in the face of a challenge <b>Stage 5</b></p> <p>I can follow rules independently <b>Stage 5</b></p>
<b>Vocabulary</b>	<b>Feeling, happy, sad, calm, tired, quiet, loud, cry, smile, laugh, go, wait, listen</b>	<b>Happy, sad, share, take turns, now, next, breath, gentle, deep breath, energy, fair</b>	<b>Calm, Take turns, Share, Feelings, Deep Breath, Think, Count, Time, Listen, Follow, Safe, Danger, Stop, Think, Careful,</b>	<b>Feelings, emotions, speak, voice, talk, words, kind, care, look after, scared, angry</b>	<b>Rules, understand, wait, problem, focus, happy, sad, scared, angry, fair</b>	<b>fair, understand, control, confident, solve, actions,</b>
<b>Building relationships</b>						
<b>Attachment</b>	<p>I will use a trusted adult(s) when needed <b>Stage 2</b></p> <p>I use a trusted adult as a secure base showing proximity behaviours <b>Stage 2</b></p> <p>I am able to separate from main carer with ease <b>Stage 3</b></p> <p>I am able to seek out others to share experiences <b>Stage 3</b></p> <p>I can use the support of my trusted adult in new situations showing exploratory behaviours <b>Stage 3</b></p> <p>I will make friendships with other children <b>Stage 4</b></p>	<p>I confidently enter Nursery and complete routines independently <b>Stage 4</b></p>	<p>I play in a group of 2-3 children <b>Stage 4</b></p>			<p>I can play in a group with other children. extending and elaborating play ideas with other children I am confident in new social situations. <b>Stage 5</b></p> <p>I am confident in new social situations <b>Stage 5</b></p> <p>I am independent <b>Stage 5</b></p>
<b>Sense of belonging</b>	<p>I know who my key person is <b>Stage 3</b></p> <p>I know where to hang my coat and bag <b>Stage 3</b></p> <p>I can select resources from continuous provision to play with <b>Stage 3</b></p>	<p>I demonstrate independence away from my main carer <b>Stage 3</b></p> <p>I can communicate about my home and special people <b>Stage 3</b></p> <p>I enjoy a sense of belonging by being involved in daily tasks <b>Stage 3</b></p> <p>I can self-register independently <b>Stage 4</b></p> <p>I seek out other trusted adults to help me <b>Stage 4</b></p> <p>I know where resources are in continuous provision and can use appropriately <b>Stage 4</b></p>	<p>I am aware of my abilities <b>Stage 4</b></p> <p>I can communicate freely about my experiences and my community <b>Stage 4</b></p> <p>I seek out adults and talk to them about my work <b>Stage 4</b></p> <p>I am confident in my environment <b>Stage 4</b></p>	<p>I know what is ‘mine’ and ‘yours’ demonstrating a strong sense of ownership <b>Stage 4</b></p> <p>I can manage my own personal belongings <b>Stage 4</b></p>	<p>I use my name card to help me write my name on my work <b>Stage 5</b></p> <p>I can distinguish my own belongings from that of others and can manage and take care of them <b>Stage 5</b></p> <p>I can recognise and talk about what I am good at <b>Stage 5</b></p> <p>I am confident in my environment and can help others <b>Stage 5</b></p>	<p>I understand and can talk about the different communities and social groups I am a part of <b>Stage 5</b></p> <p>I am independent <b>Stage 5</b></p> <p>I facilitate my own learning using my environment effectively <b>Stage 5</b></p> <p>I am confident in my environment and can help others <b>Stage 5</b></p> <p>I seek out others to share my work and experiences <b>Stage 5</b></p>
<b>Play skills</b>	<p>I play by myself (solitary play) <b>Stage 1</b></p> <p>I observe other children playing (spectator play) <b>Stage 2</b></p> <p>I can play alongside my peers doing similar activities (parallel play) <b>Stage 3</b></p>	<p>I imitate imaginative play and perform actions doll eating, pushing a car <b>Stage 2</b></p> <p>My play becomes more social and I play co-operatively <b>Stage 3</b></p> <p>I can play cooperatively with a familiar adult <b>Stage 3</b></p>	<p>I can combine actions, feed the doll, pyjamas and put to bed <b>Stage 3</b></p> <p>I will join in the same activity and I interact with my peers for small periods of time (associative play) <b>Stage 4</b></p> <p>I can tolerate others playing with the same</p>	<p>I can expand on my play experiences i.e. fireman rescuing people <b>Stage 4</b></p> <p>I seek out specific children with similar interests and engage in more turn taking play <b>Stage 4</b></p> <p>I can share my toys (W) <b>Stage 4</b></p>	<p>I play imaginatively when dressing up, cooking <b>Stage 5</b></p> <p>I participate in circle time, singing and dancing games <b>Stage 5</b></p> <p>I will take part in play that is of high interest to me with others and negotiate</p>	<p>I enjoy playing games with simple rules i.e. hide and seek <b>Stage 5</b></p>

			resources <b>Stage 4</b>  I can focus on an activity for a period of time <b>Stage 3</b>  I can select and use activities and resources with help, achieving a self chosen goal <b>Stage 3</b>	I can maintain focus on an activity for a period of time , showing high levels of energy and fascination <b>Stage 4</b>	(co-operative play) <b>Stage 5</b>  As I play, I find new ways to do things to refine and achieve my goal <b>Stage 4</b>  I can select and use activities and resources with independence to achieve my goal <b>Stage 4</b>	I can review my work in line with my goal and I can refine play/actions/resources to support me to achieve the final goal <b>Stage 5</b>  I can use a range of resources accessing from across provision to facilitate the achieving of my more complex goal <b>Stage 5</b>
<b>Vocabulary</b>	<b>Mummy, Daddy, Friend, Teacher Baby, Family, Hello, Goodbye, Please, Thank you, Sorry, Hug, Help, Kind, Gentle, Together.</b>	<b>Share, Turn-taking, Fair, Together, Team, Friend, Partner, Family, Group, Nice, Talk, Play with, Listen, Wait, Invite</b>	<b>Include, Welcome, Sorry, Nicely, Please, Thank you, Care, Friendly, Share,</b>	<b>Teamwork, mine, yours, own, share, focus, look after, care</b>	Help, own, care, <b>good, ability, well, goal, independent, self, listen, community</b>	Groups, community, <b>confident, share, work, games, rules, better, trust, understand</b>
<b>Managing self</b>						
<b>Physiological need</b>	I manage to wash my hands <b>Stage 3</b>	I can communicate my urge to use the potty/toilet <b>Stage 3</b>  I can communicate a soiled nappy <b>Stage 3</b>  I can use gesture or words to indicate I want a drink or food item <b>Stage 3</b>  I can access the toilet with growing independence, sometimes needing gentle reminders <b>Stage 4</b>	I know when I need to use the toilet and independently access effectively <b>Stage 4</b>  I can indicate I want a drink or food item by asking or getting it independently e.g. snack table <b>Stage 4</b>	I know I need particular clothing on a cold/hot day <b>Stage 4</b>  I will eat a range of foods with varying tastes and textures <b>Stage 4</b>	I can manage my own personal hygiene needs <b>Stage 5</b>  I know when I am hungry and thirsty and understand how to meet this need <b>Stage 5</b>  I will eat a range of foods and can talk about the food which are healthy choices <b>Stage 5</b>	I know when I feel hot or cold and can adjust clothing by removing or adding a basic item e.g. coat on/off, jumper on/off <b>Stage 5</b>
<b>Understanding how to keep themselves safe</b>		I can follow simple rules <b>Stage 3</b>  I can assist an adult with putting on my clothing, including outdoor clothing. <b>Stage 3</b>	I can identify risk and can ask for help when needed. <b>Stage 3</b>	I understand the nursery rules and can follow them <b>Stage 4</b>  I know when I feel hot or cold and can communicate this <b>Stage 4</b>  I try to be independent (have a go) before asking for help. <b>Stage 4</b>  I can use tools and equipment appropriately e.g. scissors. <b>Stage 4</b>	I understand school rules and know why they ned to be followed for safety <b>Stage 5</b> I know I need sun cream on a on hot day <b>Stage 5</b>  I can find and put on my own outdoor clothing independently <b>Stage 4</b>  I know when a change of clothes is needed because I am hot/cold/wet/dirty <b>Stage 5</b>  I can tidy up as I play <b>Stage 4</b>	I can access my belongings and dress independently <b>Stage 5</b>  I can identify and manage risk using known strategies. <b>Stage 5</b>  I can identify that others are at risk and use known strategies to help. <b>Stage 5</b>  I know to keep Nursery tidy to keep myself and others safe <b>Stage 5</b>
<b>Vocabulary</b>	<b>Me, Mine, I, You, Eat, Drink, Sleep, Play, Clean, Dirty, Yes, No, Wash, Dress, Share</b>	<b>Try , Wash, Help, Choose, Turn, Finish, Start, Tidy, Sit Down, Stand up.</b>	<b>Choose Help, Yourself, Try, Wait, Follow, Ask for Help, Clean up, Ready, Safe,</b>	<b>Plan, hungry, thirsty, focus, taste, food, texture, help, tools, safe</b>	<b>Safe, hot, cold, protect, rules, weather, change, instructions</b>	<b>Risk, safe, careful, gentle, focus, help, tidy, choice, plan, follow, organise</b>
<b>Listening and understanding</b>						
<b>Listening</b>	I look to identify a sound and can locate where it is coming from <b>Stage 2</b>	I can identify and name a sound I cannot see <b>Stage 3</b>	I can say sounds I have heard in a sequence (horn, horn, crunch crunch) <b>Stage 4</b>	I can listen when others speak and not interrupt (for a short time) <b>Stage 4</b>	I know its my turn to talk when I hold the speaking object <b>Stage 4</b>	I can identify a range of everyday sounds with ease and talk about these <b>Stage 5</b>  I can listen when others speak and respond at the appropriate time <b>Stage 5</b>
<b>Attention</b>	I show an interest in joint attention play e.g. join in with an action rhyme <b>Stage 3</b>  I can attend in group time with the support of an adult e.g. gentle reminders of good listening <b>Stage 3</b>		I can attend to others and join in with shared play <b>Stage 4</b>  I can attend to group time and join in <b>Stage 4</b>	I can switch attention between speaker and task <b>Stage 4</b>	I can concentrate on what other say and respond appropriately <b>Stage 4</b>  I can maintain attention of my choice for longer periods of time <b>Stage 5</b>	I can attend and fully participate in group time with a high level of engagement <b>Stage 5</b>  I can listen and attend to others with interest for longer periods of time <b>Stage 5</b>

	I can shift focus between tasks with support <b>Stage 3</b>					
<b>Understanding</b>		<p>I gain attention from others through more purposeful actions and vocabulary <b>Stage 3</b></p> <p>I understand simple concepts and phrases <b>Stage 3</b></p> <p>I understand new vocabulary and respond appropriately <b>Stage 3</b></p> <p>I can understand prepositions ‘in’ and ‘under’ (W) <b>Stage 3</b></p> <p>I can identify an object by its function (W) <b>Stage 3</b></p>	<p>I can use new vocabulary <b>Stage 3</b></p> <p>I understand simple questions, <b>who, what, where</b> but not why (W) <b>Stage 3</b></p> <p>I can follow three word instructions. (W) e.g. Make the small teddy dance <b>Stage 3</b></p>	<p>I understand words that describe a sequence e..g first, next, after that, finally <b>Stage 4</b></p> <p>I can understand prepositions ‘in front’ and ‘behind’. (W) <b>Stage 4</b></p>	<p>I can understand pronouns ‘he’ and ‘she’. (W) <b>Stage 4</b></p> <p>I understand verbs <b>Stage 4</b></p> <p>I understand who, what, where and <b>why</b> questions (W) <b>Stage 4</b></p> <p>I can follow four-word instructions e.g. give me the small doll and the green ball <b>Stage 4</b></p>	<p>I demonstrate my understanding through talk <b>Stage 5</b></p> <p>I understand the need to listen carefully and can ask questions for further clarifications <b>Stage 5</b></p>
<b>Vocabulary</b>	Mummy, Daddy, Cup, Shoe, Book, Car, Table, Chair, Carpet, Milk, Water, Tree, Flower, Sky, Food, Drink, Toy, Box, Blanket, Door.	Spoon, Fork, Plate, Bowl, Window, Light, Coat, Socks, Hat, Gloves, Bag. In, under, cut, drink, eat, draw, write, wash, brush, dry,	Run, Jump, Sit, Stand, Walk, Sleep, Eat, Drink, Play, Dance, Sing, Clap, Wave, Throw, Catch, Push, Pull, Climb, Crawl, Kick, Hide, Seek, Smile, Cry, Look, Listen. Who, what, where,	Talk, Listen, Look, See, Hear, Smell, Taste, Touch, Help, Hold, Carry, Pull, Push, Open, Close, Under, Over first, next, after that, finally, sequence, in front, behind,.	I, You, He, She, We, They, Me, My, Mine, Yours, His, Her, Their, Our, This, That, Here, There, Where, Everywhere, Somewhere, Nowhere, Inside, Outside, Why, he, she,	Wet, Dry, Soft, Hard, Warm, Cold, Bright, Dark, Angry, Scared, Tired, Hungry, Thirsty, Quiet, Loud, Early, Late, Morning, Afternoon, Evening, Night, Today, Tomorrow, Yesterday, Soon, Later
<b>Speaking</b>						
<b>Speaking</b>	<p>I know over 50 single words like ‘juice’. ‘car’, ‘biscuit’. <b>Stage 3</b></p> <p>I know how to put two to four words together e.g ‘more juice’, ‘bye-bye daddy’ (W) <b>Stage 3</b></p> <p>I can copy two words correctly <b>Stage 3</b></p> <p>I can use speech sounds p,b,m,w <b>Stage 3</b></p>	<p>I use simple “what” and “where” questions ‘Where’s baby?’ <b>Stage 3</b></p> <p>I can use word ending “ing”. (W) <b>Stage 3</b></p> <p>I can use plurals (e.g. cats) (W) <b>Stage 3</b></p> <p>I can use pronouns me, him, she. <b>Stage 3</b> I use two words when commenting within my play e.g. train stop, my turn, dinosaur roar <b>Stage 3</b></p> <p>I have learnt new words and use them when talking to others <b>Stage 3</b></p>	<p>I can copy three words correctly <b>Stage 4</b></p> <p>I am beginning to say some action words <b>Stage 3</b></p>	<p>I use up to 300 words that are descriptive. <b>Stage 4</b></p> <p>I can put 4-6 words together to make short sentences <b>Stage 4</b></p> <p>I ask “why” and “who” questions <b>Stage 4</b></p> <p>I can use past tense (e.g. ed) (W) <b>Stage 4</b></p> <p>I can use pronouns his, hers <b>Stage 4</b></p> <p>I can comment on my play using short sentences <b>Stage 4</b></p> <p>I am able to have a proper conversation using a wider range of vocabulary <b>Stage 4</b></p>	<p>I can describe things that have already happened <b>Stage 5</b></p> <p>I ask “when” and “how” questions <b>Stage 5</b></p> <p>I can copy a short phrase made up of more than three words correctly <b>Stage 5</b></p> <p>I can use future tense <b>Stage 4</b></p> <p>I am using longer sentences and linking them together for e.g. I had pizza for tea and then I played in the garden. <b>Stage 4</b></p> <p>I can use “we” and “they” correctly <b>Stage 5</b></p>	<p>I can communicate in complex sentences that link two or more ideas together <b>Stage 5</b></p> <p>I can correctly use the word ending -est <b>Stage 5</b></p> <p>I use a range of connectives when talking, clarifying thinking, ideas and events <b>Stage 5</b></p> <p>I can talk in detail about my play <b>Stage 5</b></p>

		I can become very frustrated when I cannot get my message across. <b>Stage 3</b> I may stutter or stammer when thinking of what to say. <b>Stage 3</b>  I can sing some familiar songs <b>Stage 3</b>		My speech is clearer <b>Stage 4</b>  I can remember a wider range of songs and rhymes <b>Stage 4</b>	I can sing my own songs using words I know. <b>Stage 5</b>	My speech is clear and sentences are grammatically correct. <b>Stage 5</b>
<b>Vocabulary</b>	Big, Small, Hot, Cold, Open, Close, Happy, Sad, Yes, No, More, All done, Me, Mine, You, Please, Thank you, Hello, Goodbye, Here, There, Sit, Stand, Eat, Drink, Play, Walk, Run	Colours, Soft, Hard, Wet, Dry, Clean, Dirty, Fast, Slow, Up, Down, In, Out, On, Off, Open, Closed, Full, Empty, Loud, Quiet.  <b>-ing, what, where, plurals (s), me, him, she,</b>	In, Out, Under, On, Behind, Next to, In front of, Between, Inside, Outside, Over, Around, Through, Near, Far, Up, Down, Left, Right, Front, Back, Side, Top, First, Last, Middle	Long, Short, Tall, High, Low, Fat, Thin, Heavy, Light, Strong, Weak, Soft, Hard, Rough, Smooth, Wet, Dry, Warm, Hot, Cold, Bright, Dark, Clean, Dirty, New, Old, Open, Close. Why, who, past tense (-ed), his, hers,	My, Your, His, Her, Our, Their, This, That, Here, There, Up, Down, Near, Far, High, Low, Between, Inside. When, how, we, they	Fast, Slow, Old, New, Shiny, Round, Square, First, Last, Next, Before, After, Start, Finish, Always, Never, Sometimes, Anytime, Today, Tomorrow, Yesterday, Early, Later, Now, Later  -est
<b>Gross motor</b>						
<b>Stability</b>	I can balance on my hands and feet <b>Stage 2</b>  I can balance when walking up or down a slope <b>Stage 2</b>  I can step into a space <b>Stage 2</b>  I can balance on tiptoes <b>Stage 3</b>  I can curl into a ball <b>Stage 2</b>  I can twist my upper body to receive or give an object to/from a person next to me whilst seated <b>Stage 3</b>  I can stretch my arms up high <b>Stage 2</b>	I can balance on two feet whilst moving my arms up and down e.g. parachute, scarves <b>Stage 3</b>  I can balance on two feet whilst moving up and down <b>Stage 3</b>  I can balance on a beam whilst holding an adults hand <b>Stage 3</b>  I can step through a hole or over a bar e.g. hoop, balance beam <b>Stage 3</b>  I can walk and run on uneven surfaces <b>Stage 3</b>  I can step from one low height to another <b>Stage 4</b>  I can balance whilst walking and running <b>Stage 4</b>  I can turn around on the spot maintaining my balance <b>Stage 3</b>  I can touch my toes without bending my knees <b>Stage 3</b>  I can stretch out wide with my arms and legs <b>Stage 3</b>	I can step through a hole or over a bar e.g. hoop, balance beam <b>Stage 3</b>  I can balance on a beam independently <b>Stage 4</b> I can balance whilst moving e.g. jumping, marching <b>Stage 4</b>  I can twist my upper body whilst standing <b>Stage 4</b>	I can balance on one foot <b>Stage 4</b>  I can balance when throwing kicking <b>Stage 4</b>  I can place my hands on the floor making a bridge with my body <b>Stage 3</b>  I can roll a ball through my legs <b>Stage 4</b>  I can move along the floor on all fours/hands and feet <b>Stage 4</b>	I can balance on my non dominant foot <b>Stage 5</b>  I can balance at different heights <b>Stage 5</b>  I can move up and down different heights along a beam <b>Stage 5</b>	I can do a log roll <b>Stage 5</b>  I can do a jumping jack <b>Stage 5</b>  I can bunny hop <b>Stage 5</b>
	<b>Balance, hands, feet, walking, slope, up, down, space, tiptoes, curl, ball, twist, body, upper body, lower body, stretch, arms, legs,</b>	Balance, <b>bend, beam, step, run, height, turn, knees, stretch wide,</b>	Jumping, marching, <b>twist,</b> upper body,	Balance, throw, kick, <b>bridge,</b> roll, Sway.	Balance, height, up, down,	<b>Log roll, jumping jack, bunny hop</b>
<b>Locomotor</b>	I can walk slowly <b>Stage 3</b>  I can walk quickly <b>Stage 3</b>  I can walk around objects and people <b>Stage 3</b>  I am aware of others when I am walking <b>Stage 3</b>  I can run quickly or slowly <b>Stage 3</b>	I can walk between object e.g. cones <b>Stage 3</b>  I can run/jog on the spot <b>Stage 4</b>  I can run along a specific pathway <b>Stage 4</b>  I can climb up steps <b>Stage 3</b>  I can jump using two feet <b>Stage 3</b>  I can jump off a low height <b>Stage 3</b>	I can walk forwards and backwards <b>Stage 4</b>  I can walk in a line as a group <b>Stage 4</b>  I can walk under <b>Stage 4</b>  I can walk along a line or zigzag <b>Stage 4</b>  I can change direction when I walk to avoid obstacles <b>Stage 4</b>  I can climb down steps <b>Stage 4</b>  I can run, avoiding obstacles on the floor <b>Stage 4</b>  I can run between two lines on the floor <b>Stage 4</b>  I can leap over objects e.g. puddles <b>Stage 3</b>	I can run heavily or quietly <b>Stage 4</b>  I can run behind another <b>Stage 4</b>  I can land gently/heavily <b>Stage 4</b>  I can run and leap <b>Stage 4</b>  I can jump and land safely knowing to bend my knees when landing <b>Stage 4</b>  I can jump off a low height and land in a specific place <b>Stage 4</b>  I can jump up with control to reach a target above me <b>Stage 4</b>  I can jump continuously for a short time <b>Stage 4</b>	I can walk around my environment, negotiating with obstacles and following set paths <b>Stage 5</b>  I can move away whilst running e.g. playing tig <b>Stage 5</b>  I can climb on and across large equipment independently e.g rope bridge, cargo net <b>Stage 5</b>  I can climb down from a height <b>Stage 5</b>  I can leap from one spot to another at a short distance <b>Stage 4</b>  I can jump from one place to another <b>Stage 4</b>  I can stand on one leg for a short period <b>Stage 4</b>	I can run around my environment, negotiating with obstacles and following set paths <b>Stage 5</b>  I can leap and stop myself continuing to move <b>Stage 5</b> I can leap over low obstacles <b>Stage 5</b>  I can gallop <b>Stage 5</b>  I can hop a short distance <b>Stage 5</b>  I can hop into a space <b>Stage 5</b>  I can skip <b>Stage 5</b>  I can skip around a circle or space as part of a game/song <b>Stage 5</b>





<b>Comprehension</b>	<p>I can join in with a repeated refrain from a simple game or text, e.g. Bool <b>Stage 2</b></p> <p>I can listen to a text that is read to me <b>Stage 3</b></p> <p>I can point out and name familiar objects in books <b>Stage 3</b></p>	<p>I can identify and join in with simple repeated refrains, e.g. swish, swash. <b>Stage 3</b></p> <p>I can comment on familiar stories or texts <b>Stage 3</b></p> <p>I can respond to distancing prompts using non-verbal communication such as facial expressions <b>Stage 3</b></p> <p>I can respond to open-ended prompts to express my ideas about texts <b>Stage 3</b></p> <p>I can choose a book I like and seek out an adult to share it with me <b>Stage 3</b></p>	<p>I can comment to articulate an observation in a text. <b>Stage 4</b></p> <p>I can explore a range of books independently but not always correctly <b>Stage 4</b></p> <p>I can respond to what, where and who question prompts relating to a text <b>Stage 4</b></p> <p>I can take on the role of a character I know from familiar stories e.g. goldilocks making porridge <b>Stage 3</b></p>	<p>I identify and can join in with repeated refrains from familiar texts <b>Stage 4</b></p> <p>I can recall a text with some elements of sequencing <b>Stage 4</b></p> <p>I can respond to distancing prompts by agreeing to a modelled version <b>Stage 4</b></p> <p>I can identify my likes and dislikes relating to a text <b>Stage 4</b></p> <p>I know I can use small world props to tell familiar stories <b>Stage 4</b></p> <p>I can retell stories through role play <b>Stage 4</b></p> <p>I can tell a story using the pictures, making up my own words <b>Stage 4</b></p>	<p>I can tell my own stories using my past knowledge of story and texts <b>Stage 5</b></p> <p>I can respond to distancing prompts to share my own experience of the world <b>Stage 5</b></p> <p>I enjoy a wide range of reading media across the environment <b>Stage 5</b></p> <p>I can respond to why and how question prompts relating to a text <b>Stage 5</b></p> <p>I can retell a familiar story <b>Stage 5</b></p> <p>I can have discussions about stories or texts used purposefully in my play. <b>Stage 5</b></p> <p>I can use new vocabulary I have learned through texts in my play <b>Stage 4</b></p>	<p>I can innovate a familiar story <b>Stage 5</b></p> <p>I can recall a story sequencing the beginning, middle and end. <b>Stage 5</b></p> <p>I can use my knowledge of texts to link and extend my learning <b>Stage 5</b></p> <p>I can discuss my likes and dislikes about a text <b>Stage 5</b></p> <p>I use vocabulary I have obtained from non fiction texts <b>Stage 5</b></p> <p>I know non fiction and ipads can be used to find information <b>Stage 5</b></p>
	<b>Repeat, listen, read, book, story, Page, Picture, Tell, Look, Show, Point, Turn,</b>	<b>Ideas, likes, share, Time, Place, Journey, Adventure, Match, Find, Say, Wonder, ,</b>	<b>Thoughts, ideas, , Answer what, where, who, question, character, role, action, Song, Pattern, Author, Find, Match, Guess, Remember,</b>	<b>Recall, sequence, beginning, end, first, next, then, finally, likes, dislikes, act, retell, predict</b>	<b>Experience, why, how, Know, question, retell, thoughts, ideas, Feel, Remember, Favourite, Problem, Solve</b>	<b>Innovate, sequence, beginning, middle, end, likes, dislikes, information, Describe, Follow Explain, Choose,</b>
<b>Word Reading Understanding of print</b>		<p>I know where I can find books in my environment <b>Stage 3</b></p> <p>I can comment on illustrations <b>Stage 4</b></p>	<p>I can distinguish between text and picture <b>Stage 3</b></p> <p>I can identify familiar print in my environment e.g. my name card, familiar logos/signs <b>Stage 4</b></p>	<p>I can recognise labels in my environment and may ask an adult what they say <b>Stage 4</b></p>	<p>I can recognise my name without the picture <b>Stage 4</b></p> <p>I can point to the text as I am ‘reading’ a story or exploring a text going from left to right <b>Stage 4</b></p> <p>I know that print carries meaning and can be used to find information <b>Stage 4</b></p>	<p>I can find the letters from my name within other print <b>Stage 5</b></p> <p>I can identify some familiar graphemes in text <b>Stage 5</b></p> <p>I can identify familiar labels in my environment and know what they say <b>Stage 5</b></p>
	<b>Picture, See, Look, Point, Word, Letters, Song, Nursery Rhyme.</b>	<b>Cover, Talk About, Front, Back. illustration</b>	<b>Rhyme, Repeat, text,</b>	<b>Letter Shapes, Words labels,</b>	<b>blurb, print, information</b>	<b>Phonics, Sequence, Order letters, graphemes, labels</b>
<b>Word reading - phonics</b>	<p>Rhyme and Rhythm – Tuning into sounds. Joins in with familiar words and phrases in rhymes/stories</p> <p>I can join in with words and actions from familiar rhymes and songs</p> <p><b>Body percussion – Tuning into sounds. Joins in with familiar words and phrases in rhymes/stories</b> <b>Perform actions increasing and decreasing speed and loudness</b> <b>As above new songs and rhymes</b> I can join in with words and actions from familiar rhymes and songs I can sing loudly and quietly</p> <p><b>Voice sounds – Tuning into sounds</b> <b>Use a range of voice sounds</b> <b>Explore different mouth movements for a range of voice sounds (x2)</b></p> <p>I can use my voice to make different sounds.</p>	<p>Environmental sounds – tuning into sounds. Listen to and identify indoors sounds/outdoor sounds <b>Create different sounds using objects</b> I listen for and can name sounds around me</p> <p><b>Environmental sounds – listening and remembering sounds</b> <b>Sec 1 Identify hidden sounds</b></p> <p>I can identify and name a sound I cannot see</p> <p><b>Instrumental sounds – Tuning into sounds</b> <b>Sec 1 Identify and explore sounds made by objects</b> <b>Sec 2 Identify and explore sounds made by instruments</b></p> <p>I know and can identify which object made a sound during games e.g. pan, keys etc</p> <p>I can explore instruments</p>	<p>Instrumental sounds – listening and remembering sounds <b>Sec 3 Remember and repeat a rhythm</b> I can copy a simple rhythm modelled by an adult</p> <p><b>Talking about sounds – rhythm and rhyme</b> <b>Sec 1 recognise syllables in words</b></p> <p>I can clap out syllables in words</p> <p><b>Body percussion – listening and remembering sounds</b> <b>Sec 2 – copy a more detailed pattern of body sounds and actions</b></p> <p>I can copy a pattern of body sounds and actions e.g. clap hands, stamp feet, wave hands</p> <p><b>Voice sounds - listening and remembering sounds</b> <b>Sec 1 remember and repeat a sequence of voice sounds</b> <b>Sec 2 remember, repeat and continue a sequence of voice sounds</b></p>	<p>Instrumental sounds – talking about sounds <b>Sec 1,2 and 3 select and play an instrument that matches an images, word or prop</b> <b>Select and play and instrument linked to a story</b> <b>Select and play and instrumental linked to a song or rhyme</b></p> <p>I can choose a specific instrument to represent a sound or action</p> <p><b>Voice sounds</b> <b>Sec 1 Use voice sounds to add to a story</b> I can use my voice to add sound effects to a story</p> <p><b>Alliteration- talking about sounds</b> <b>Sec 1&amp;2 identify initial phonemes in words</b></p> <p>I can identify initial phonemes in words</p> <p><b>Rhythm and rhyme – listening and remembering sounds</b> <b>Sec 1 and 2 identify words that rhyme focussing</b></p>	<p>Instrumental sounds – talking about sounds <b>Sec 1,2 and 3 select and play an instrument that matches an images, word or prop and justify</b> <b>Select and play and instrument linked to a story and justify</b> <b>Select and play and instrumental linked to a song or rhyme and justify</b></p> <p>I can choose a specific instrument to represent a sound or action and justify my choice e.g. drum to represent a stamping elephant because it is loud</p> <p><b>Voice sounds – talking about sounds</b> <b>Use appropriate vocabulary to describe different voice sounds</b> <b>Use appropriate vocabulary in rhymes and poems to describe different voice sounds</b></p> <p>I can use vocabulary to describe different voice sounds e.g. beeping, crying, buzzing</p> <p><b>Rhythm and rhyme – listening to and remembering sounds</b> <b>Sec 3 identify words that rhyme in pairs</b></p>	<p><b>Alliteration – listening to and remembering sounds</b> <b>Sec 3 – identify objects that begin with same phoneme</b></p> <p>I can identify objects/people that begin with the same phoneme</p> <p><b>Talking about sounds</b> <b>Sec 1 – join in with alliterative story and make suggestions</b> <b>Articulate a developing number of speech sounds clearly</b> <b>Generate words that start with the same phoneme</b></p> <p>I can articulate some phonemes correctly</p> <p>I can join in with alliterative games and stories and make my own suggestions</p> <p><b>Oral blending and segmenting – tuning into sounds</b> I can copy oral segmenting with my fingers,</p>

		<p><b>Instrumental sounds – Tuning into sounds</b>  <b>Sec 1 discriminate and copy sounds made by an instrument or sound maker</b>  <b>Sec 2 Respond to start stop signals, using instruments or sound makers</b>  <b>Sec 3 Listen to and respond as an instrument is being played</b></p> <p>I can stop and begin playing instruments when signalled to</p> <p><b>Rhyme and Rhythm – Tuning into sounds. Move in time to the beat</b></p> <p>To begin to copy and follow a steady beat (EAD)</p> <p><b>Body percussion – listening to and remembering sounds</b>  <b>Sec 1 Copy a pattern of body percussion sounds and actions</b>  <b>Sec 3 create a new simple sequence of sounds and perform</b></p> <p>I can copy a pattern of body sounds and actions e.g. clap hands, stamp feet, wave hands</p> <p><b>Instrumental sounds – listening and remembering sounds</b>  <b>Sec 3 Remember and repeat a rhythm</b></p> <p>I can copy a simple rhythm modelled by an adult</p>	<p><b>Sec 3 remember, repeat and continue a sequence of voice sounds varying pitch and volume</b></p> <p>I can remember and repeat a sequence of voice sounds and begin to add my own ideas</p> <p>I can repeat and continue a sequence of voice sounds, varying the pitch (fast and slow) and volume (high and low)</p> <p><b>Environmental sounds Sec 2&amp;3 Sequence sounds in the order they are heard 2 or 3 or 4 sounds</b></p> <p>I can say sounds I have heard in a sequence (horn, horn, crunch, crunch)</p>	<p><b>on onset rime</b>  I can identify words that rhyme (onset rime)</p> <p><b>Body percussion Talking about sounds –</b>  Sec 1 Identify sounds being made by different parts of the body  Sec 2 identify sounds using different criteria of fast, slow, loud and quiet  Sec 3 use wider range of vocab to talk about sounds heard</p> <p>I can use words to identify a sound made by m body e.g. click, stamp, clap</p> <p>I know the vocabulary fast, slow, loud and quiet and can perform an action at different speeds or volumes</p> <p><b>Environmental sounds – talking about sounds</b>  <b>Sec 1 describe sounds heard</b>  <b>Sec 2 identify sounds and place them in context, using appropriate environmental sounds vocab</b>  <b>Sec 3 use and apply environmental sounds vocabulary to story, poem or rhyme</b></p> <p>I can use extended language to describe a sound I hear e.g. keys jingling</p> <p>I know and can name where I would hear a specific sound eg cow on the farm, car on the road</p> <p>I can use and apply sound vocabulary when innovating stories, poems or rhymes</p> <p>I can identify a range of everyday sounds with ease and talk about these</p>	<p><b>Talking about sounds</b>  <b>Sec 2 continue a rhyming string</b></p> <p>I can continue a rhyming string</p> <p>I know other words that rhyme to continue a rhyming string</p> <p><b>Alliteration – listening to and remembering sounds</b>  <b>Sec 3 – identify objects that begin with same phoneme</b></p> <p>I can identify objects/people that begin with the same phoneme</p> <p><b>Talking about sounds</b>  <b>Sec 1 – join in with alliterative story and make suggestions</b>  <b>Articulate a developing number of speech sounds clearly</b>  <b>Generate words that start with the same phoneme</b></p> <p>I can articulate some phonemes correctly</p> <p>I can join in with alliterative games and stories and make my own suggestions</p>	<p>showing one finger per sound</p> <p><b>Oral blending and segmenting – listening and remembering</b></p> <p>I can copy an adult segmenting phonemes in a CVC word by listening and remembering</p> <p><b>Oral blending and segmenting – talking about sounds.</b>  I can blend a CVC word segmented by an adult</p> <p>I can segment a CVC word using phonic fingers independently</p> <p>I can identify the number of phonemes that make up a word</p>
<b>Writing</b>	I can talk about what I am drawing although I may only know when you ask <b>Stage 3</b>	<p>I can make linear and circular shapes when I make marks <b>Stage 3</b></p> <p>I know I can repeat the marks I make <b>Stage 3</b></p>	<p>I can use a variety of mark making equipment to make marks <b>Stage 3</b></p> <p>I can make a variety of marks <b>Stage 3</b></p> <p>I can talk about what I intend to or I am drawing <b>Stage 4</b></p> <p>I make marks that represent writing during play e.g. shopping list (writing for a purpose) <b>Stage 4</b></p> <p>I can make wavy marks imitating writing left to right <b>Stage 3</b></p>	<p>I know that writing is different to drawing and my marks reflect this <b>Stage 4</b></p> <p>I can represent my experiences through mark making <b>Stage 4</b></p>	<p>I can make marks to represent my name <b>Stage 4</b></p> <p>I can write my name with support of my name card <b>Stage 4</b></p> <p>I can write symbols to represent letters <b>Stage 4</b></p> <p>I can write letter strings from left to right <b>Stage 4</b></p> <p>I can use anticlockwise movements in my mark making e.g. spirals, circles <b>Stage 4</b></p> <p>I can talk about what I am writing <b>Stage 5</b></p>	<p>I can write my name <b>Stage 5</b></p> <p>I can copy written words <b>Stage 5</b></p> <p>I can write recognisable letters <b>Stage 5</b></p> <p>I can form some letters correctly <b>Stage 5</b></p> <p>I can write letters from s,a,t,p,i,n <b>Stage 5</b></p> <p>I can write CVC words using satpin letters <b>Stage 5</b></p>
	<b>Draw, Line, Circle, Dot, Scribble, Colour, Mark, grip</b>	<b>Big, Small, Start, Stop, Long, Straight, Curvy, Wavy, Up, Down, Across, Around, marks</b>	<b>Trace, Letter, Shape, Straight, wavy,</b>	<b>Up, Down, Copy, Write, Crayon</b>	<b>Around, Copy, Paper, Pencil, Page, letter, spiral, circles</b>	<b>Name, Curved, Zigzag, Cross, Grip, Pen, Letter Shape.</b>
<b>Maths</b>						



<b>Number counting</b>	I can take part in finger rhymes with numbers. <b>Stage 3</b>	I can say one number for each object up to five and may count beyond <b>Stage 3</b>  I understand what numbers mean and can use my fingers to represent numbers to 3. <b>Stage 4</b>  I show an understanding of amounts such as more snack than others, fewer trains than me <b>Stage 3</b>	I can subitise amounts up to 3 <b>Stage 4</b>  I can use some number names in play and can orally count but may skip numbers e.g. 1,2,3,5 <b>Stage 3</b>  I understand that each number represents the amount of objects I have in total e.g. three means three bears. <b>Stage 3</b>	I use the word 'zero' to represent 'none' <b>Stage 4</b>  I can count using one to one correspondence, 1,2,3, (stable order) <b>Stage 4</b> I can count up to three items and recognises that the last number said represents the total counted so far (cardinal principal) <b>Stage 4</b>  I can compare two groups of objects up to three and can identify when each group has the same amount <b>Stage 4</b>  I can compare quantities using language more, fewer and same. <b>Stage 4</b>	I can show 'finger numbers' up to 5 (cardinal value) <b>Stage 5</b>  I know that I can count anything, even things that can not be touched or seen (abstraction principle) <b>Stage 5</b>  I can recite numbers to 5 forwards and backwards. (stable order) <b>Stage 5</b>  I know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) <b>Stage 5</b>  I can say one number for each item in order: to 5 and may count beyond (one to one correspondence) <b>Stage 5</b>	I have fast recognition of up to 6 objects, without having to count them individually and beyond (subitising) <b>Stage 5</b>  I can compare quantities using language: 'more than', 'fewer than' (comparison) <b>Stage 5</b>
<b>Number sense</b>		I can give more than one in a different quantity e.g. one big brick, two small bricks. <b>Stage 3</b>	I show an interest in early mathematical mark making using marks to represent number or amounts. <b>Stage 3</b>	I can link objects up to 3, matching numeral to quantity (cardinal value) <b>Stage 4</b>  I can record using marks that I can explain and interpret <b>Stage 4</b>	I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 <b>Stage 5</b>	I can partition a set of objects in different ways to 5 e.g. 3 and 2 then count the total. (part part whole) <b>Stage 5</b>  Experiment with their own symbols and marks as well as numerals <b>Stage 5</b>
<b>Calculating</b>	I explore subtraction by taking objects away e.g. tower falling takes bricks away. <b>Stage 3</b>	I offer comments about problems e.g. there isn't enough milk. <b>Stage 3</b>	I can gather more items when asked, e.g. can you get two more bricks. <b>Stage 3</b>	I can show an awareness of one more than a given number to 3. <b>Stage 4</b>  I can use their understanding of number to solve practical problems to 3 in play and meaningful activities <b>Stage 4</b>	I can show an awareness of subtraction by identifying one less 0-3 <b>Stage 4</b>	I can find one more and one less than a given number to 5. <b>Stage 5</b>  I understand the concept of addition by practically combining sets of objects to find how many using the part-part whole model with object to 5.(composition) <b>Stage 5</b>  I can solve real world mathematical problems with numbers up to 5 (abstraction) <b>Stage 5</b>  I understand the concept of subtraction by practically removing one amount from within another to find how many are left <b>Stage 5</b>
	<b>Number, take away, add, Many, count, rhyme, point,</b>	Count, <b>1,2,3,4,5</b> Number, <b>fingers, amounts, more, fewer, same, amount, enough,</b>	Count, <b>subitise</b> , amount, numbers, more,	<b>Zero, stable order, cardinal value, compare,</b> same, more, fewer, <b>marks, one more,</b>	Cardinal value, stable order, one to one, <b>numeral</b> , amount, <b>one less, claps, actions, look, listen</b>	Subitise, <b>more than, fewer than, part, whole</b> , numerals, add, take away
<b>Spatial reasoning</b>						
	I can use blocks to make a simple		I can connect blocks to make bridges. <b>Stage</b>		I can build more complex structures	I build complex structures in support of



<b>The natural world</b>  <b>Seasons and change</b>	I can identify what the weather is like today <b>Stage 3</b>	I can use simple vocabulary to comment about things I have seen or experienced outdoors <b>Stage 3</b>  I show curiosity towards changes in my environment e.g. asking where have the leaves gone? <b>Stage 3</b>	I can identify something new e.g. flower growing in Spring <b>Stage 3</b>	I can say how the weather makes me feel e.g. hot or cold <b>Stage 4</b>  I can use new learned vocabulary to identify new things in my environment e.g. daffodil <b>Stage 4</b>  I can comment on and makes comparisons between seasons and weathers <b>Stage 4</b>  I can identify changes in my environment linking to seasons <b>Stage 4</b>	I can say what the weather is like and how I need to dress to go out in it e.g, wellies in the rain, hat and scarf in the cold <b>Stage 5</b>  I can talk about changes I have personally observed using newly learned vocabulary <b>Stage 5</b>  I have a good understanding of seasons and changes <b>Stage 5</b>	I have a wide range of vocabulary to discuss seasons and weather <b>Stage 5</b>  I can talk about the effect of changing seasons on the natural world, including growth and decay e.g. leaves falling in Autumn <b>Stage 5</b>
<b>Health, growth and decay</b>	I know some things are found outdoors such as trees <b>Stage 3</b>  I look closely at bugs and insects and the natural world around me. I will let others know that I have found something <b>Stage 2</b>  I know some animals are kept as pets and that you can find some animals at the park such as ducks <b>Stage 2</b>	I know that someone is “old” if they are bigger than me and treat them as younger/babies if they are smaller than me <b>Stage 3</b>	I know that I have to show care for living creatures but can sometimes get too excited around them <b>Stage 3</b>  I know that you can find certain animals on a farm <b>Stage 3</b>	I know that plants and animals change over time <b>Stage 4</b>  I understand what plants need to grow and be healthy <b>Stage 5</b>  I show care and am careful with bugs that I find. I handle them carefully and know to put them back where I found them <b>Stage 4</b>  I understand that I was once a baby and have grown and changed to be me <b>Stage 4</b>	I know how to look after the outdoor environment to ensure it stays healthy and plants grow <b>Stage 4</b>  I can talk about growth and changes over time e.g. plant and life cycles <b>Stage 5</b>  I can talk about life cycles demonstrating understanding that some baby creatures do not look like their parents <b>Stage 5</b>  I know that some animals are rarely kept as pets <b>Stage 5</b> I know and can identify a range of animals including those you would find in a zoo or in the wild <b>Stage 4</b>  I know that I will continue to grow and change and “grow up” to be an adult and I will look different <b>Stage 5</b>	I can recognise familiar plants and animals whilst outside <b>Stage 5</b>  I know that I have to be gentle with all creatures and take good care of them, giving them water, food and love <b>Stage 5</b> I can link baby animals to the parent animal <b>Stage 5</b>
<b>Looking after my environment</b>	I understand objects are there that cant be seen and where to go to find them. <b>Stage 3</b>	I remember where resources belong and can tidy up with support <b>Stage 3</b>		I show care and concern for living things e.g. watering a plant <b>Stage 3</b>  I can tidy up after myself putting objects away in the correct place whilst showing an understanding of categorising <b>Stage 4</b>	I show care and concern for living things and act on responses e.g. Noticing worm on tarmac and moving it back to the soil <b>Stage 4</b>	I know my behaviour can have a positive or negative effect on my environment <b>Stage 5</b>  I can tidy up and look after my environment independently <b>Stage 5</b>
	<b>Sun, rain, wind, clouds, outdoors, indoors, trees, plants, grass, bugs, insects, animals, pets, park, home, ducks, birds Outside, Nature, Tree, Leaf, Flower Rock, Sand, , Beach Earth, Soil, Plant, Grass, Sun, Sky, Cloud, Rain, , Garden, Path, Forest, Bush, Branch. Wind, Snow, Bird, Insect, River, Pond,</b>	<b>Leaves, change, different, old, bigger, smaller, tidy Weather, Season, Summer, Winter, Spring, Autumn, Cold, Hot, Warm, Cool, Storm, Thunder, Lightning, Rainbow, Foggy, Frost, Ice, Breeze, Sunshine, Night, Day.</b>	<b>Flower, spring, grow, care, creatures, farm Animals, Farm, pig, Wolf, Insect, Spider, Bird, Worm, Caterpillar, Ladybird, Frog, Rabbit, Squirrel, Duck, Pond, Nest, Fur, Feather, Scale, Shell,</b>	<b>Weather, hot, cold, daffodil, sunny, cloudy, rainy, ice, snow, seasons, change, healthy, bugs, baby, changed, water, look after, Grow, Root, Seed</b>	<b>Safe, summer, plants, life cycle,, baby, adult, grown up, zoo, wild, Blossom, Fruit, Vegetables, Crop, Berry, Leaf, Pinecone, Bark, Trunk, Twig</b>	<b>Nature, world, gentle, creatures, habitat, home, Earth, Moon, Sun, Star, Planet, Sky, Space, Universe Land, Ocean, Sea, River, Stream, Lake, Waterfall, Island, Desert, Valley, Cliff, Seashore Mountain, Hill,</b>
<b>People and communities</b>						
<b>Sense of belonging</b>	I know who my key worker is <b>Stage 3</b>  I know my key worker will help me and keep me safe <b>Stage 3</b>	I know where to hang my coat and bag <b>Stage 4</b>	I know I am part of a key worker group <b>Stage 4</b>  I can find my name card and self register <b>Stage 4</b>		I know I am part of a wider setting e.g. Basnett Street Nursery School <b>Stage 5</b>	
<b>Family traditions, customs and celebrations</b>	I enjoy being with my family <b>Stage 2</b>	I can engage and join in with special events <b>Stage 3</b> I can imitate roles in my home e.g. eating and drinking <b>Stage 2</b>	I can talk about the reason why I have taken part in a celebration e.g. birthday <b>Stage 4</b>	I understand and can talk about my family traditions and customs <b>Stage 4</b>  I know that some festivals and celebrations are linked to religion and beliefs <b>Stage 4</b>  I can role play roles I have observed through lived	I know that people celebrate different things for different reasons and I don’t celebrate everything that others do <b>Stage 5</b>  I remember and can talk about significant events in my own experience <b>Stage 5</b>	I know about other family traditions, faiths, customs and celebrations <b>Stage 5</b>  I can talk about religious festivals and religious celebrations <b>Stage 5</b>

	I can imitate roles in my home e.g. eating and drinking <b>Stage 2</b>			experiences <b>Stage 4</b>		
<b>Understanding diversity</b>	I can recognise myself in a photo <b>Stage 2</b>	I can recognise myself and others in photos <b>Stage 3</b>  I can talk about my own features Stage 3	I am able to talk about my family and relations <b>Stage 3</b>  I know there are differences in regards to gender <b>Stage 4</b>	I can recognise others in photos and talk about similarities and differences <b>Stage 4</b>  I can recognise visual differences between people e.g. hair colour, eye colour, glasses etc <b>Stage 4</b>	I can talk about my family and understand there are different types of families <b>Stage 4</b>  I know my gender <b>Stage 5</b>	I understand and can communicate similarities and differences that connect me to and distinguish me from others <b>Stage 5</b>  I can say if other families are like my family e.g. “I have a brother too” <b>Stage 5</b>  I can talk about what makes me special and can comment on things that are unique to me or the same as my peers <b>Stage 5</b>
<b>Understanding communities</b>	I can recognise nursery and may show excitement or anticipation when close by <b>Stage 2</b>	I am aware and can tolerate playing alongside others in my environment <b>Stage 3</b>	I enjoy and seek out others to share experiences <b>Stage 4</b> I can talk about my home and where my house is <b>Stage 3</b>  I can recognise different people who can help me e.g. police, firefighter <b>Stage 3</b>	I can talk about occupational roles and my immediate family <b>Stage 4</b> I can engage in role play of occupational roles I understand e.g. shop keeper <b>Stage 4</b>	I can form friendships <b>Stage 5</b> I can talk about my immediate environment and places within it <b>Stage 4</b>  I can talk about new experiences following experiential visits <b>Stage 5</b>  I know that I need to respect my community and the people in it. E.g. not throw litter on the floor <b>Stage 4</b>	I can talk about places that I have visited and what happened there <b>Stage 5</b> I can draw a simple map of landmarks in my community with adult prompts <b>Stage 5</b>  I know and can talk about a range of occupations <b>Stage 5</b>  I am an active member in my community and show kindness and consideration to all in my community <b>Stage 5</b>
	<b>Key worker, Family, Parent, Brother, Sister, Grandparents, Friends, Home, House, Nursery, eating, drinking, kitchen, bedroom, me,</b>	<b>Coat, bag, hook, hang, name card, Nursery School, Classroom, Teacher, Child, Baby, Adult, , Talk, Listen, Share, Group, Together, Christmas, celebration, presents, decoration, advent, church</b>	<b>Group, name card, register, celebration, birthdays, family, girl, boy, he, she, friend, Love, Care, Community, Neighbourhood, Town, City, Street, Park, Library,</b>	<b>Festivals, celebration, beliefs, pray, Mosque, same, different, Language, Food, Clothes, Family, Friends,</b>	<b>Mosque, Church, Worship, Beliefs, Temple, Community, Dance, Music, Art, Stories, Religion, Prayer, Song, Picture, Map, People.</b>	<b>Religion, unique, flag, country, Together, Belonging, World, Country, City, Town, Village, People, Travel, Visit.</b>
<b>Past and present</b>						
<b>Recalling my past experiences</b>			I can recognise significant events in my life e.g. birthdays, Christmas, Eid. <b>Stage 3</b>	I can recall family customs family customs events and routine e.g. Weddings, days out <b>Stage 4</b>  I can talk about significant events in my own experience <b>Stage 4</b>	I can talk about my experiences in Nursery and share my views on topics for discussion <b>Stage 4</b>	I can comment on past experiences <b>Stage 5</b>  I can link past experiences to new learning experiences <b>Stage 5</b>
<b>Routines</b>	I can wash my hands with adult support <b>Stage 2</b>	I respond positively to care giving experiences <b>Stage 2</b> I can engage and assist adults in familiar routines <b>Stage 3</b> I alert my key worker to a wet or soiled nappy <b>Stage 3</b>			I can recognise my need for food and drink and know how to meet my needs <b>Stage 4</b>	I follow routines around food and drink independently <b>Stage 5</b>
<b>Technology</b> <b>Digital world</b>	I know that I can communicate with someone on the phone <b>Stage 2</b>		I know I can use the internet to listen to music, watch videos and find things out <b>Stage 3</b>		I can ask a grown up to look things up for me or speak to a device <b>Stage 4</b>	I know that some things on the internet are not right for me and I need to ask an adult for help <b>Stage 5</b>
<b>Understanding cause and effect</b>	I closely observe what vehicles, animals and people do. <b>Stage 2</b>  I explore objects by linking together different approaches e.g. hitting, looking, feeling, pulling, turning and poking <b>Stage 2</b>	I understand how things work e.g. putting binoculars to eyes Stage 3		I can explain how something works e.g. suggesting something needs a battery or button needs pushing <b>Stage 4</b>		I can talk about why things happen and how things work <b>Stage 5</b>
	<b>Today, Yesterday, Tomorrow, Morning, Afternoon, Evening, Night, Now, Then, next, Before, After, First, Last, Day. Hitting, looking, feeling, pulling, turning, poking, exploring</b>	<b>Family, Parents, Grandparents, Baby, Child, Adult, Birthday, Age, Grow, Remember Old, New, Use, job, purpose, work</b>	<b>Long ago, Later, Soon, before, now, next, then, finally Information, facts, internet, ipad, video, music</b>	<b>History, Event, Old, New, Celebrate, Tradition, Late, Change, Younger, Older. Battery, button, push, pull, outcome,</b>	<b>Week, Month, Year, Once, Early, Day, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, weekend, weekday Know, learn, information, facts,</b>	<b>Past, Present, Timeline, Country Live, Town, City, Change, Remember, World, Local, Picture, Home, Photograph, New. Online, safe, online safety, unsafe, age, help, why, how</b>

Expressive art and design						
Instruments and body percussion		I am interested in things that specifically make a sound e.g. instruments, interactive toys and natural materials <b>Stage 3</b>		I can use words to describe sounds/music <b>Stage 4</b>	I can talk about music e.g. loud/quiet, guitar, piano etc <b>Stage 5</b>  I can name simple musical instruments and I know how to play them correctly e.g. drum <b>Stage 4</b>	
Performance	I can create sounds by selecting musical instruments <b>Stage 3</b>	I know when to stop and start singing/playing instruments using symbols or signals <b>Stage 3</b>  I know that sounds can be changed in a range of ways e.g. banging, tapping, shaking, loud and quiet, fast and slow <b>Stage 3</b>	I can follow stop/start instructions when playing musical instruments <b>Stage 4</b>  I can copy and follow a steady beat <b>Stage 3</b>	I can keep a steady beat whilst playing musical instruments using visuals to support me <b>Stage 4</b> I can clap or tap to a steady beat or rhythm e.g. along to a song, or copying a rhythm modelled by an adult <b>Stage 4</b> I know how to create and change sounds using my body and musical instruments e.g. clapping quickly <b>Stage 4</b>	I can signal to others when to stop/start playing instruments e.g. when the song has finished <b>Stage 5</b>  I understand how to create and use sounds intentionally <b>Stage 5</b>	I can follow a simple rhythm using basic notation <b>Stage 5</b>
Singing and voice sounds		I join in with group singing of Nursery rhyme and other songs <b>Stage 3</b>	I enjoy singing Nursery Rhymes and other songs independently <b>Stage 4</b>  I can sing songs showing an awareness of pitch <b>Stage 4</b>		I can remember whole songs and sing songs during my play <b>Stage 5</b>	
Expressive movement	I demonstrate a range of actions in response to music e.g. jumping, spinning, clapping <b>Stage 2</b>		I can move my body to music that has a steady beat <b>Stage 3</b>	I join in with songs, dances and ring games <b>Stage 4</b>	I have built up a bank of dances/games <b>Stage 5</b>	I anticipate changes in music and respond appropriately <b>Stage 5</b>
Planning and collaborating		I can identify what I want to make from a stimulus e.g. pointing at a model of a car <b>Stage 3</b>			I can talk about what I am going to make (planning) <b>Stage 4</b>	I can create collaboratively sharing ideas resources and skills <b>Stage 5</b>
Joining	I can use glue to stick resources to a flat surface <b>Stage 2</b>		I can join pieces together using glue <b>Stage 3</b>	I can use tools and materials to join and construct for a purpose e.g. Duplo, junk modelling <b>Stage 4</b>	I can join effectively using glue and tape <b>Stage 4</b>	I can use a range of joining techniques when creating e.g. hole punch, split pins <b>Stage 5</b>
Tool use	I can explore scissors using two hands making snips supported by an adult <b>Stage 2</b>	I can use scissors/squeezy scissors to make snips independently <b>Stage 3</b>		I can use scissors one handed and with increasing control <b>Stage 4</b>	I can hold and use scissors effectively to cut materials e.g cut a length of tape <b>Stage 4</b>	I can use scissors to cut around shapes and around items with accuracy <b>Stage 5</b>
Materials and their properties		I explore a range of media and materials across my environment with a more intended purpose e.g. scoop, mix, mould <b>Stage 3</b>		I know that materials have different properties and can use simple vocabulary to describe these e.g. soft, bumpy <b>Stage 4</b>	I can identify and name different types of materials and talk about their properties eg. Metal is magnetic, foam is soft etc <b>Stage 5</b>	I can create with a range of materials and talk about what I want to make, how I want to do it, discuss problems and effect on their work e.g. which material is best or what joining technique to use <b>Stage 5</b>
Drawing and mark making		I use tools to make marks intentionally e.g. paint brushes, pens, pencil, chalks etc <b>Stage 3</b>	I explore mark making in malleable materials <b>Stage 3</b>	I demonstrate control in using tools to leave marks that represent my ideas e.g painting a picture saying it's a dinosaur <b>Stage 4</b>	I explore techniques or styles of representation by famous artists e.g. exploring lines with Kandinsky <b>Stage 5</b>	
Block play		I can build a tower by stacking bricks <b>Stage 3</b>	I can construct by building and enclosing <b>Stage 4</b>	I can combine towers, bridges and enclosures with purpose <b>Stage 5</b>	I can use 2D and 3D materials to create structures and express ideas <b>Stage 5</b>	
Colour	I explore the mixing of colours <b>Stage 3</b>		I can effectively mix powder paints and water for painting <b>Stage 3</b>	I can mix colours for a purpose through exploration <b>Stage 4</b>	I talk about the colours I make using descriptive language e.g. dark blue, like the night sky etc <b>Stage 5</b>	I know which two colours I can mix together to create specific colours e.g. I know that red and blue will make purple <b>Stage 5</b>
Malleable	I notice and am interested in the transformative effect <b>Stage 3</b>	I can squash malleable materials using my hands and fingers to shape it <b>Stage 3</b>	I use a multi-media approach whilst exploring malleable materials <b>Stage 4</b> I use my hands to squash, bend, twist and stretch malleable materials <b>Stage 3</b>  I use my hands and fingers to flatten malleable materials <b>Stage 4</b>	I can smooth malleable materials with my hands and fingers to shape it <b>Stage 4</b>	I can explore techniques with clay and other malleable materials e.g rolling, balling, pulling etc <b>Stage 4</b>	I can roll malleable materials in my hands to shape it <b>Stage 5</b>  I use my hands to flatten, squash, bend, twist and stretch dough with necessary pressure <b>Stage 5</b>
	Instruments Jumping, spinning, clapping, twirling, Stick, glue, snip, scissors, mix, colours, change, tape, string, fabric, straw, ribbon, pipe cleaner, tissue paper, sponge, cotton wool, glitter, charcoal, pebble, Dough,	Sound, singing, rhyme, song, Make, model, plan, materials, blocks, stack, squeeze, squash, feathers, stick, leaves, cardboard, plastic, Shape, Circle, Square, Triangle, Rectangle, Star, Heart, Diamond, Colours, Pens, paintbrush, chalk,	Instruction, start, stop, follow, beat, rhymes, pitch, Join, cut, glue, marks, build, enclose, bend, squash, squeeze, twist, stretch, flatten Stack, Mould, Shape, Fold, Bend, Cut, Tear, Layer, Join, Fasten, Roll, Press, Pinch, Squish, Stretch, Twist	Dance, ring games, music, sound, tap, rhythm, quickly, slowly, loud, quiet,, glue, control, tools, soft, bumpy, smooth, hard, Fuzzy, Sticky, Slippery, Stripe, Dot, Spot, Zigzag, Spiral,, Swirl, Wave.	Quiet, loud, piano, guitar, drum, claves, tambourine, Magnetic, metal, wood, foam, soft, hard, spikey, bumpy, fluffy, structure, balling, rolling, pulling, Attach, Stick, Wrap Artist, Kandinsky, dark, light, shade,	Notation, change, feel, share, ideas, join, hole punch, split pin, effect Shape, mould, pressure, Cork, Twig, Shell, Stone, Petal, Bark, Sand, Bead, String, Thread, Tie,

	clay, paint, powder, brush, watercolour, pipettes,					
Being Imaginative						
Representation	I use mark making tools to and equipment to express my ideas <b>Stage 3</b>	I use lines and circles to represent objects in mark making <b>Stage 4</b>	I can draw a simple representation and add detail such as drawing a face and adding features <b>Stage 4</b>		I can draw a representation with increasing detail <b>Stage 5</b> I can capture an observational image from a physical or pictorial provocation in paint, drawing or sculpture <b>Stage 4</b>	I can create sounds, drawing and movements to accompany stories <b>Stage 5</b>
Role play	I can carry out actions on toys. E.g. Brush teddy/ give teddy a drink. (W) <b>Stage 2</b>  I can create sound effects and movements to support pretend play e.g. sound of car moving brmmmm <b>Stage 3</b>	I engage in pretend play e.g. small world and home corner <b>Stage 3</b> I use objects that represent familiar objects e.g. circle as a steering wheel <b>Stage 3</b>	I engage in imaginative play and give a simple commentary of my actions/instructions to myself. (W) <b>Stage 3</b>	I can create a simple narrative/story in my imaginative play <b>Stage 4</b>	I can create small world environments based on my interests e.g. making a zoo for my animals, a train track for my trains <b>Stage 4</b>	I develop clear storyline within my play, act out the role demonstrating my ability to negotiate and solve problems <b>Stage 5</b>
Expressive movement	I respond to music moving my body <b>Stage 2</b>	I combine simple movements whilst listening to music <b>Stage 3</b>	I can replicate the tone, pitch and pace of a familiar song <b>Stage 4</b>  I sing independently whilst playing <b>Stage 4</b>	I experiment and create movement in response to music stories and ideas <b>Stage 4</b>	I explore and engage in music making and dance, performing solo or in a group <b>Stage 5</b>  I create my own simple songs and rhythms <b>Stage 5</b>  I confidently combine movements, singing whilst playing musical instruments <b>Stage 4</b>	I use movement and sound to express experiences, ideas and feelings e.g this song makes me happy <b>Stage 5</b>  I am beginning to talk about whether I like or dislike music <b>Stage 5</b>
	Mark, ideas, actions, brush, teddy, doll, drink, eat, home, mum, dad, baby, family, movement, dance, sway, bounce, home, Nursery, park, Imagine, Pretend, Play, Story	Lines, circles, small world, trees, grass, home, snow, owl, winter, Christmas, celebrate, present, food, Music, Dance, Song, Sing, Rhyme, Beat, Clap, Tap, Stomp, Twirl, Spin, Bounce, Step, Move, Hop, Skip, Jump, Fast, Loud, Quiet, High.	Eyes, mouth, nose, face, hair, sing, song, rhyme, Calm,. Happy, Sad Smile, Laugh, Cry, Shout, Whisper, love, Role Fairy, Wizard, Princess, Dragon, Adventure, Treasure, Pirate, Magic, Spell, Crown, Sword, Forest, Cave, Journey, Adventure.	Surprised, Love, Angry, Scared, Excited, journey, adventure, brave, kind, Clever, Trick, Puzzle. Story, Begin, End, Once, Time, Place, Faraway, Land, Kingdom, Adventure,	Picture, item, sculpture, paint, drawing, zoo, animal, Play, Stage, Audience, Mask, Puppet, Speak, Shout, Whisper, Laugh, Cry. Act, Perform, Dance, Move, Pose,	Problem, solve, fix, likes, dislikes, Create, Model, Colour, Stories, Favourite. Decorate, Make, Imagine, Imagination,