

Word Reading and Comprehension

- Be able to follow simple stories without pictures.
- Join in with rhymes and recognise when words start the same letter, like 'big boat' and 'tall tower'.
- Clap my hands to match the sounds in words, like 2 claps for 'he-llo'.
- Listen and join in when we read books and sing rhymes.
- Talk about the places and people in stories and the important things that are happening, and can guess what will happen next.
- Show you words when we are outdoors.
- Recognise my own name and words that are special to me, like 'mummy' and my favourite shops and foods.
- Know that books can tell me things like the names of cars I am interested in.
- Engage in extended conversations about stories, learning new vocabulary.
- Know where the words start on a page.

Understands the five key concepts about print:

1. Print has meaning
2. The names of the different parts of a book
3. Print can have different purposes
4. Page sequencing
5. We read English text from left to right and from top to bottom

Writing

- Look at your writing, and tell you what I think it means, like the shopping list says, 'beans and chips and ice cream'.
- Make the lines and marks that I want with a pencil.
- Use some of my print and letter knowledge in my early writing, e.g. writing a pretend shopping list that starts at the top of the page or write 'm' for mummy.
- Write some or all of my name.

Number

- Show fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Know that the last number reached when counting a small set of objects tells me how many things there are in total ('cardinal principle')
- Use my fingers, pictures, or marks to show you how many things there are; using 1-1 correspondence up to 5.
- Link numerals and amounts, e.g. showing the right number of objects to match a numeral, up to 5.
- Experiment with my own symbols and marks as well as numerals.
- Be interested in numbers and talk about them, I might ask you questions.
- Show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I am beginning to know there are still 10 animals.
- Talk about the numbers I see when we are outdoors.

Numerical Patterns (and Shape, Space and Measure)

- Say numbers in order from 1 to 10.
- Know that I can count claps and jumps as well as things like apples and buses and dinosaurs.
- Use some number names and words like 'more than' and 'fewer than' when I am playing.
- Sometimes match a numeral to the right number of things, like '3' to three balls.
- Select shapes appropriately, like a flat surface for building onto, a triangular prism for a roof or combine blocks to make a road etc.
- Talk about and explore 2D and 3D shapes, including in the environment (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Talk about and identify the patterns around me, e.g. stripes on clothes, designs on rugs and wallpaper, use informal language like 'pointy', 'spotty', 'blobs'.
- Extend and create ABAB patterns – stick, leaf, stick, leaf and will notice and correct an error in a repeating pattern.
- Use and understand words like 'under', 'next to' and 'in front of' to describe where things are.
- Make comparisons between objects relating to size, length, weight and capacity.

Past and Present

- Appreciate past, present and future time.
- Be beginning to notice changes in things, e.g. when bananas turn black when they stay in the bowl for too long or the flowers in the park getting bigger.
- Be beginning to make sense of my own life-story and my family's history.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...!'

People, Cultures and Communities

- Be interested in the grown-ups I know and talk about where they live and what they do.
- Remember times that are special to me and talk about them, like the first day I got my scooter or my birthday party.
- Talk about people and times that are special to me and my family and friends, like 'remember the party when we had fireworks and big bangs'.
- Be interested in the different jobs that grown-ups do, like fire fighters and doctors.
- Know that I am special and some things that I do are the same as my friends and some things are different. I might say things like 'I don't eat meat' and 'I go to the same swimming pool as my friends'.

The Natural World

- Talk about my home and the places that I know like the park, the shops, and the library.
- Sometimes I ask questions about the animals and trees I see.
- Talk about plants and animals that interest me, like next door's dog that barks and know that we need to water the plants.
- Talk about why things happen and how things work, like 'where does all the bathwater go when it goes down the plughole?'
- Know that we have to be careful with animals and plants and remember not to pick the flowers and to stroke the cat gently.
- Explore and talk about different forces I can feel, e.g. how the wind 'pushes' me along or how I need to 'pull' the trolley.
- Talk about the differences between materials and changes I notice, e.g. when the chocolate melts or the puddles begin to dry up.
- know that there are different countries in the world and they have different features, e.g. some are hot, some are cold.

Creating with Materials

- Begin to talk about my drawings or creations before making them.
- Draw with increasing complexity and detail, such as representing a face with a circle and include other details.
- Like to draw or paint a picture, make up a dance, song or rhyme in response to something exciting I've done.
- Construct out-of-doors, building with any materials available.
- I make lines and build with blocks or construction sets, joining the pieces together to make things like houses, roads, and car parks etc.
- I know that I can use tools like scissors, spoons, and hammers to do different things.
- Use the skills I have developed to join different materials together, using glue or different tapes or for example.
- Engage in messy play *with a widening range of materials*.
- Explore colour and colour-mixing.

Being Imaginative and Expressive

- Be able to sing some familiar songs and are beginning to move with rhythm, especially when I hear music I like.
- Sing to myself and change songs I know to make up my own songs and rhythms.
- Play instruments with increasing control to express my feelings and ideas.
- Move around in different ways when I am happy or excited, sometimes I dance and jump up and down to music.
- Take part in dramatic make-believe or fantasy play and enjoy dressing-up.
- Use ordinary things and pretend they are something else, like a spoon is a fire hose and bricks are fish fingers and chips.
- Start to like some things more than others, sometimes I might like painting and drawing more than dancing or singing.
- Notice the things that adults do, like cooking, cleaning, and driving, and pretend to do the same.
- Pretend play something special that has happened to me, like feeding the new baby or going for my first swimming lesson.
- Like to play with small world figures and animals and make up stories, like superheroes rescuing people from a building or animals eating the grass.