



# Skills we are learning

## Autumn term



### C&L

- Listen to other children.
- Listen during story time.
- Sit on the carpet and listen for a short time.
- Follow clear instructions with 2 parts.
- Speak in simple sentences.
- Say simple rhymes and sing songs and poems.
- Speak to adults and children in the class.
- Talk to other children during play.
- Use expression to communicate meaning.
- Start conversations and speak to familiar adults.
- Take turns and tell past events.
- Learn about rhyme and alliteration.

### PSED

- Talk about feelings to trusted adults or special friends.
- Share more often or may comfort a friend who is upset. Identify their own emotions and name them.
- Develop an awareness of themselves and are forming their own opinions.
- Begin to learn the classroom rules and are following these with some reminders.
- Do things for ourselves.
- Building new positive relationships with pupils and staff.
- Play alongside other children if ready.

### Maths

- Linking the number symbol with its cardinal number value.
- Counting beyond ten.
- Comparing numbers.
- Understanding the 'one more/one less than' relationship between consecutive numbers.
- Comparing length, weight, and capacity.
- Select, rotate, and manipulate shapes to develop spatial reasoning skills.
- Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Routines, comparing measures, verbally counting including when singing rhymes.
- Count objects, actions, and sounds.
- Introduction of subitising.



# Skills we are learning

## Autumn term



### PD

- Use pencils and other equipment comfortably for them.
- Make snips in paper using one or two hands.
- Continue to develop fine motor skills.
- Begin to learn correct letter formations.
- Begin to develop overall body; strength, balance, co-ordination, balance and agility.
- Experiment moving in different ways.

### Literacy

- Write our name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning.
- Give meaning to marks I make.
- Continue to develop a phoneme / grapheme relationship.
- Have increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds.

### UW

- Respect special things in their own lives.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some environments that are different to the one in which they live.
- Talk about members of their family and the relationship to them e.g. Mum, Dad.
- Use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books.

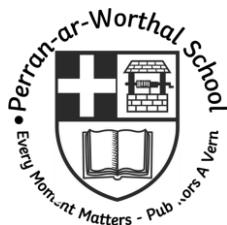
### EAD

- Sing simple well known songs and rhymes, introducing new daily rhymes.
- Describe the sounds I can hear.
- Nativity Performance – joining in with the words to sing and using actions.
- Listening to music.
- Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles.
- Give meaning to marks they have made.
- Observational drawings linked to the current topic (e.g. Autumn).
- Begin to understand how to use shapes to represent objects.
- Explore the role playing area within the classroom and join in with familiar pretend play.
- Explore and use the resources to create props or bring in and use materials to support play.
- Build and develop storylines in both the small world area and role-playing.



# Skills we are learning

## Spring term



### C&L

- Using talk to pretend play.
- Explaining and describing things through speech.
- Talking in the past tense.
- Take turns when speaking.
- Understand what is being said.

### PD

- Continue to develop overall body strength, balance and coordination.
- Develop an effective pencil grip.
- Develop skills when using tools including scissors.

### PSED

- Show a good understanding of the behaviour expectations and guide others to follow.
- Being proud of what we can do and our achievements.
- Building our friendships
- Happy to talk to our friends and adults.

### Literacy

- Record letters for initial sounds and end sounds.
- Build and record simple CVC words.
- Write simple captions.

### UW

- Beginning to understand what curiosity is and importance of asking questions.
- Finding out about other countries and people through non-fiction texts, stories, visitors, celebrations.
- Visually representing our day on a simple timeline.

### Maths

- Subitising to 5
- 2D shapes
- One more and one less
- Exploring the composition of numbers to 8
- Number bonds 0-8.
- Comparing length, weight, and capacity.

### EAD

- Roleplaying stories we know.
- Extending our roleplay with imaginary storylines.
- Using the props available and ones we have made ourselves.
- Showing our emotions in our pictures and drawing e.g. happiness, sadness.
- Drawing with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures.



# Skills we are learning

## Summer term

### PD

- Confidently use scissors and small tools.
- Use the tripod grip.
- Show accuracy when drawing.
- Use equipment safely with consideration to others.
- Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.
- Negotiate space and obstacles safely.
- Show strength, balance and coordination when playing. Move energetically in a range of different ways.

### PSED

- Share, take turns, reason and look after one another.
- Apologise if they hurt someone accidentally or make someone else upset.
- Show emotional maturity ready for the emotional resilience needed for KS1.
- Use reason and resolutions with other children play fair.
- Tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school.
- Proud of who they are and what they can do.
- Talk about themselves positively.
- Continue to build strong bonds with other children and care for their peers.
- Know if they have hurt someone's feelings and will apologies without being asked. Know some children might like or dislike the things they do and that it is okay.
- Look after each other and want to help their friends.

### C&L

- Explain how things work, what has happened and why.
- Solve problems, reason with others and fixing friendship issues through speech.
- Add detail to sentences.
- Describe things that have happened in their life to others.
- Create an imaginary story of their own in play.
- Speak clearly in well-formed sentences.
- Use new vocabulary in different contexts.
- Use past, present, and future tenses in conversation with peers and adults
- Listen and continue with an activity.
- Follow clear instructions with 3 parts.
- Show and understand questions through talk and actions.
- Show good listening skills and listen to one another, adults and new people.
- Retell a story showing a good understanding.
- Understand and use a large number of words and new vocabulary in conversations and during discussions.



# Skills we are learning

## Summer term



### Maths

- **Linking the number symbol with its cardinal number value.**
- **Counting beyond ten.**
- **Comparing numbers.**
- **Understanding the 'one more/one less than' relationship between consecutive numbers.**
- **Comparing length, weight, and capacity.**
- **Select, rotate, and manipulate shapes to develop spatial reasoning skills.**
- **Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.**
- **Explore the composition of numbers to 10 Subitise (conceptual)**
- **Automatic recall number bonds 0-10**
- **Explore the composition of numbers beyond 10. Subitise (conceptual)**
- **Automatic recall number bonds 0-10**

### Literacy

- **Caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus.**
- **Continue to build on knowledge of letter sounds in writing.**
- **Write for a range of purposes e.g. non-fiction and fiction writing.**
- **Write short sentences sometimes using finger spaces, capital letters and full stops.**

### UW

- **Know that different places are special to different people.**
- **Compare and contrast different places.**
- **Show respect to one another and to animals.**
- **Recount an event that has happened.**
- **Order experiences that have happened to them and in stories they have read.**

### EAD

- **Sing a range of familiar nursery rhymes and songs – singing sometimes in tune.**
- **Talk about how music makes us feel.**
- **Perform songs, rhymes, poems and stories and move in time with the music.**
- **Compose and adapt my own music using my voice and with instruments.**
- **Continue to develop observational drawing linked to the theme.**
- **Continue to develop the accuracy and detail in drawing.**
- **Discuss our work and the details used on our illustrations.**
- **Continue to extend and develop storylines in role play.**
- **Independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination.**