



Personal, Social and Emotional Development

PSED	Objective	Autumn	Spring	Summer
Making relationships	Initiates conversations, attends to and takes account of what others say			
	Explains own knowledge and understanding, and asks appropriate questions of others			
	Takes steps to resolve conflicts with other children, e.g. finding a compromise			
	Early Learning Goals			
	Play co-operatively, taking turns with others			
	Take account of one another's ideas about how to organise their activity			
	Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children			
Self-confidence and self-awareness	Confident to speak to others about own needs, wants, interests and opinions			
	Can describe self in positive terms and talk about abilities			
	Early Learning Goals			
	Are confident to try new activities, and say why they like some activities more than others			
	Are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities			
	Say when they do or don't need help			
Managing feelings and behaviour	Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them			
	Aware of the boundaries set, and of behavioural expectations in the setting			
	Beginning to be able to negotiate and solve problems without aggressions, e.g. when someone has taken their toy			
	Early Learning Goals			
	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			
	Work as part of a group or class, and understand and follow rules			
	Adjust their behaviour to different situations, and take changes of routine in their stride			



Communication and Language

CL	Objective	Autumn	Spring	Summer
Listening and attention	Maintains attention, concentrates and sits quietly during appropriate activity			
	Two-channelled attention – can listen and do for short span			
	Early Learning Goals			
	Listen attentively in a range of situations			
	Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions			
	Give their attention to what others say and respond appropriately while engaged in another activity			
Understanding	Responds to instructions involving a two-part sequence			
	Understands humour, e.g. nonsense rhymes, jokes			
	Able to follow a story without pictures or props			
	Listens and responds to ideas expressed by others in conversation or discussion			
	Early Learning Goals			
	Follow instructions involving several ideas or actions			
Speaking	Answer 'how' and 'why' questions about their experiences and in response to stories or events			
	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words			
	Uses language to imagine and recreate roles and experiences in play situations			
	Links statements and sticks to a main theme or intention			
	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events			
	Introduces a storyline or narrative into their play			
	Early Learning Goals			
	Express themselves effectively, showing awareness of listeners' needs			
	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future			
Develop their own narrative and explanations by connecting ideas or events				



Physical Development

PD	Objective	Autumn	Spring	Summer
Moving and Handling	Experiments with different ways of moving			
	Jumps off an object and lands appropriately			
	Negotiates space successfully when playing racing and chasing games with others children, adjusting speed or changing direction to avoid obstacles			
	Travels with confidence and skill around, under, over and through balancing and climbing equipment			
	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it			
	Uses simple tools to effect changes in materials			
	Handles tools, objects, construction and malleable materials safely and with increasing control			
	Shows a preference for a dominant hand			
	Being to use anticlockwise movement and retrace vertical lines			
	Begins to form recognisable letters			
	Uses a pencil and hols it effectively to form recognisable letters, most of which are correctly formed			
	Early Learning Goals			
	Show good control and co-ordination in large and small movements			
	Move confidently in a range of ways, safely negotiating space			
Handle equipment and tools effectively, including pencils for writing				
Health and self-care	Eats a healthy range of foodstuffs and understands need for a variety of food			
	Usually dry and clean during the day			
	Shows some understanding that good practises with regard to exercise, eating, sleeping and hygiene can contribute to good health			
	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks			
	Shows understanding of how to transport and store equipment safely			
	Practises some appropriative safety measures without direct supervision			
	Early Learning Goals			
	Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe			
	Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently			



Literacy

L	Objective	Autumn	Spring	Summer
Reading	Continues a rhyming string			
	Hears and says the initial sound in words			
	Can segment the sounds in simple words and blend them together and knows which letters represent some of them			
	Links sounds to letters, naming and sounding the letters of the alphabet			
	Begins to read words and simple sentences			
	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books			
	Enjoys an increasing range of books			
	Knows that information can be retrieved from books and computers			
	Early Learning Goals			
	Read and understand simple sentences			
	Use phonic knowledge to decode regular words and read them aloud accurately			
	Also read some common irregular words			
	Demonstrate understanding when talking with others about what they have read			
Writing	Gives meaning to marks they make as they draw, write and paint			
	Begins to break the flow of speech into words			
	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			
	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence			
	Writes own name and other things such as labels, captions			
	Attempts to write short sentences in meaningful contexts			
	Early Learning Goals			
	Use their phonic knowledge to write words in ways which match their spoken sounds			
	Also write some irregular common words			
	Write simple sentences which can be read by themselves and others			
Some words are spelt correctly and others are phonetically plausible				



Mathematics

M	Objective	Autumn	Spring	Summer
Numbers	Recognise some numerals of personal significance			
	Recognise numerals 1 to 5			
	Counts up to three or four objects by saying one number name for each item			
	Counts actions or objects which cannot be moved			
	Counts objects to 10, and beginning 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			
	Counts an irregular arrangement of up to 10 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			
	Finds the total number of items in two groups by counting all of them			
	Says the number that is one more than a given number			
	Finds one more or one less from a group of up to 5 objects, then 10 objects			
	In practical activities and discussion, beginning to use vocabulary involved in adding and subtracting			
	Records, using marks that they can interpret an explain			
	Begins to identify mathematical problems based on own interests and fascinations			
	Early Learning Goals			
	Count reliably with numbers from 1 to 20, place them in order and say which number if one more or one less than a given number			
Using quantities and objects, add and subtract 2 single-digit numbers and count on or back to find the answer				
Solve problems, including doubling, halving and sharing				
Shape, space and measure	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes			
	Selects a particular named shape			
	Can describe their relative position such as 'behind' or 'next to'			
	Orders 2 or 3 items by length or height			
	Orders 2 or 3 items by weight or capacity			
	Uses familiar objects and common shapes to create and recreate patterns and build models			
	Uses everyday language related to time			
	Beginning to use everyday language related to money			
	Order and sequences familiar events			
	Measure short periods of time in simple ways			
	Early Learning Goals			
	Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems			
	Recognise, create and describe patterns			
	Explore characterises of everyday objects and shapes and use mathematical language to describe them			



Understanding the World

UW	Objective	Autumn	Spring	Summer
People and communities	Enjoys joining in with family customs and routines			
	Early Learning Goals			
	Talk about past and present events in their own lives and in the lives of family members			
	Know that other children don't always enjoy the same things, and are sensitive to this			
	Know about similarities and differences between themselves and others, and among families, communities and traditions			
The world	Looks closely at similarities, differences, patterns and change			
	Early Learning Goals			
	Know about similarities and differences in relation to places, objects, materials and living things			
	Talk about the features of their own immediate environment and how environments might vary from one another			
	Make observations of animals and plants and explain why some things occur, and talk about changes			
Technology	Completes a simple program on a computer			
	Uses ICT hardware to interact with age-appropriate computer software			
	Early Learning Goals			
	Recognise that a range of technology is used in places such as homes and schools			
	Select and use technology for particular purposes			



Expressive Arts and Design

EAD	Objective	Autumn	Spring	Summer
Exploring and using media and materials	Begins to build a repertoire of songs and dances			
	Explores the different sounds of instruments			
	Explores what happens when they mix colours			
	Experiments to create different textures			
	Understands that different media can be combined to create new effects			
	Manipulates materials to achieve a planned effect			
	Constructs with a purpose in mind, using a variety of resources			
	Uses simple tools and techniques competently and appropriately			
	Selects appropriate resources and adapts work where necessary			
	Selects tools and techniques needed to shape, assemble and join materials they are using			
	Early Learning Goals			
	Sing songs, make music and dance, and experiment with ways of changing them			
	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function			
Being imaginative	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			
	Chooses particular colours to use for a purpose			
	Introduces a storyline or narrative into their play			
	Plays alongside other children who are engaged in the same theme			
	Plays cooperatively as part of a group to develop and act out a narrative			
	Early Learning Goals			
	Use what they have learnt about media and material in original ways, thinking about uses and purposes			
	Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories			