



Key Skills Covered Each Term Over the Year Prime Areas



Standens Barn Primary School

Term	Personal and Social Development	Physical Development	Communication and Language
Autumn 1 Marvellous Me	<p>Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults. Begins to accept the needs of others and can take turns and share resources sometimes with support from others.</p> <p style="color: green;">Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of an activity on their bodies. Understands that equipment and tools have to be used safely. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can catch a large ball. Uses one-handed tools and equipment e.g. makes snips in paper with scissors. Draws lines and circles using gross motor movements. Shows some understanding that good practices with regard to eating, sleeping and hygiene can contribute to good health</p>	<p>Two-channelled attention – can listen and do for a short span. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention- still listen or do, but can shift own attention.</p>
Autumn 2 Let's Celebrate	<p>Confident to talk to other children when playing, and will communicate freely about own home and community</p> <p style="color: green;">Can describe self in positive terms and talk about abilities</p> <p>Confident to speak to others about own needs, wants, interests and opinions Understands that own actions affect other people Confident to speak to others about own needs, wants, interests and opinions Can describe self in positive terms and talk about abilities Understands that own actions affect other people</p>	<p>Dresses with help, e.g. puts arms into open fronted coat. Holds pencil near point between first two fingers and thumb and uses it with good control. Dresses with help, e.g. puts arms into open fronted coat. Experiments with different ways of moving. Jumps of an object and lands appropriately Travels with confidence and skill around, under, over and through balancing and climbing equipment. Questions why things happen and gives explanations. Asks e.g. who what, when, how.</p>	<p>Beginning to understand 'why' and 'how' questions. Beginning to use more complex sentences to link thoughts (e.g. using and because) Listens to stories, accurately anticipating key events Can follow instructions involving several ideas or actions Answer 'how' and 'why' questions about their experiences Answer 'how' and 'why' questions in response to stories and events Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>
Spring 1 Discover and Do	<p>Initiates conversations, attends to and takes account of what others say Explains own knowledge and understanding, and asks appropriate questions Talks about how they and others show feelings</p>	<p>Introduces a storyline or narrative into their play Begins to form recognisable letters</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Responds to what they hear with relevant comments, questions or actions Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>
Spring 2 Animals continue next term.	<p>Take account of one another's ideas about how to organise their activity Show sensitivity to others' needs and feelings Talks about how they and others show feelings Play co-operatively, taking turns with others Confident to speak in a familiar group and talk about their ideas Work as part of a group or class, and understand and follow the rules.</p>	<p>Shows and understanding of the need for safety when tackling new challenges, and considers and manages some risks Practices some appropriate safety measures without direct supervision Moves confidently in a range of ways, safely negotiating space Handle equipment and tools effectively Show good control and co-ordination in large and small movements</p>	<p>Answer 'how' and 'why' questions about their experiences Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>
Summer 1 Living and growing		<p>Talks about how to keep healthy and safe Show good control and co-ordination in large and small movements Knows the importance for good health of physical exercise, and a healthy diet Hold a pencil effectively for writing.</p>	

Summer 2 Journeys			
Ongoing	<p>Can select and use activities and resources with help</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>Confident to speak in a familiar group and talk about their ideas</p>	<p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Negotiates space successfully when playing racing cars and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>Shows understanding of how to transport and store equipment safely</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to toilet</p>	<p>Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Understands use of objects (e.g. "what do we use to cut things?")</p> <p>Shows understanding of prepositions such as 'under' 'on top' 'behind' by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses talk to connect ideas explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Uses a range of tenses (e.g. play, playing, will play. Played.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Listens attentively in a range of situations</p> <p>Responds to what they hear with relevant comments, questions or actions</p> <p>Gives attention to what others say and respond appropriately, while engaged in another activity</p> <p>Expresses his/herself effectively, showing awareness of listeners' needs</p> <p>Develop own narratives and explanations by connecting ideas or events</p> <p>Demonstrate understanding when talking with others about what they have read</p>

Key Skills Covered Each Term Over the Year Specific

Term	Literacy	Mathematics	Understanding of the World	Expressive Design
Autumn 1	<p>Shows awareness of rhyme and alliteration. Recognises rhyme in spoken words. Listens to and joins in with stories and poem, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Sometimes gives meaning to marks as they draw as they draw and paint. Continues a rhyming string Gives meaning to marks they make as they draw, write and paint Begins to break the flow of speech into words</p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects Recognizes some numerals of personal significance. Recognises numerals 1 – 5 Counts up to 3 or 4 objects by saying on number name for each item. Counts actions or objects which cannot be moved</p>	<p>Shows interest in the lives of people who are familiar to them</p>	<p>Create simple representations of events, people and objects</p>
Autumn 2	<p>Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Hears and says the initial sounds 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 Enjoys and increasing range of books Hears and says the initial sound in words Writes own name and other things such as labels, captions Use phonic knowledge to decode regular words and read them aloud accurately Uses their phonic knowledge to write words in ways which match their spoken sounds</p>	<p>Shows awareness of similarities of shapes in the environment. Uses shapes appropriately for tasks. Counts objects to 10, and beginning to count beyond 10. Counts out up to 6 objects from a larger group Selects the correct numeral to represent 1 – 5, then 1 – 10 objects. Counts an irregular arrangement of up to 10 objects Uses everyday language to talk about size Recognises, creates and describes patterns</p>	<p>Remembers and talks about significant events in their own lives. Recognises and describes special times or events for family or friends. Enjoys joining in with family customs and routines Talks about past and present events in their own lives and in the lives of family members Knows other children don't always enjoy the same things, and are sensitive to this Knows about similarities and differences among families, communities and traditions</p>	<p>Taps out simple repeated rhythms. Explores colour and how colours can be changed. Explores what happens when they mix colours Plays cooperatively as part of a group to develop and act out a narrative Makes music and experiments with ways of changing it Dances and experiment with ways of changing them</p>
Spring 1	<p>Begins to read words and simple sentences 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 Can write some irregular common words Can read some irregular common words Read and understand simple sentences</p>	<p>Finds the total number of items in two groups by counting all of them. Says the number that is 1 more or 1 less than a given number Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes Orders two or three items by length or height Beginning to use everyday language related to money Count reliably with numbers from 1 - 20 Place numbers 1-20 in order</p>	<p>Talks about why things happen and how things work. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or images. Recognises that a range of technology is used in places such as homes and schools Selects and uses technology for particular purposes</p>	<p>Builds stories around toys e.g. farm animals needing rescue from an armchair cliff. Represent their own ideas, thoughts and feelings through stories</p>
Spring 2	<p>When writing, some words are spelt correctly and others are phonetically plausible</p>	<p>In practical activities and discussion, beginning to use the vocabulary used in adding and subtracting Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and</p>	<p>Can talk about some of the things they have observed such as plants, natural and found objects.</p>	<p>Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Beginning to be interested in and describe the</p>

		<p>mathematical terms to describe shapes Uses familiar objects and common shapes to create and recreate patterns and build models Uses everyday language to talk about weight Uses everyday language to talk about money</p>		<p>texture of things. Uses movement to express feelings. creates movement in response to music. Represent their own ideas, thoughts and feelings through dance</p>
Summer 1	Writes simple sentences which can be read by themselves and others	<p>Using quantities and objects, they add 2 single-digit numbers and count on to find the answer Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer Solve problems, including doubling and halving and sharing</p>	<p>Developing an understanding of growth, decay and changes over time. Show care and concern for living things and the environment Completes a simple programme on a computer Makes observations of plants and animals</p>	
Summer 2			<p>Show care and concern for living things and the environment</p>	
Ongoing	<p>Knows that information can be retrieved from books and computers Demonstrate understanding when talking with others about what they have read</p>	<p>Uses positional language. Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements. Beginning to talk about the shapes of everyday objects e.g. 'round and 'tall' Uses the language 'more' and 'fewer' to compare two sets of objects.</p> <p>Uses every day language related to time Orders and sequences familiar events Measures short periods of time in simple ways Say which number is one more or one less than a given number to 20 Uses everyday language to talk about time</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Comments and asks questions about aspects of their familiar worlds such as the place where they live or the natural world. Knows how to operate simple equipment e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Knows that information can be retrieved from computers. Looks closely at similarities, differences, patterns and change Uses ICT hardware to interact with age-appropriate computer software Knows about similarities and differences in relation to places, objects, materials and living things</p>	<p>Sings a few familiar songs. Understands that they can use lines to enclose a space, and then begin to use shapes to represent objects. Uses various construction materials. Notices what adults do, imitating what is observed and then doing it. Engages in imaginative role-play based on own first hand experiences. Begins to build a repertoire of songs and dances Understands that different media can be combined to create new effects Introduces a storyline or narrative into their play Plays alongside other children who are engaged in the same theme Sings songs and experiments with ways of changing them Represent their own ideas, thoughts and feelings through design and technology and feelings through art Represent their own ideas, thoughts and feelings through role play</p>

Key: 30-50mths 40-60mths Early Learning Goal