

PSED - Managing self

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Selects/uses activities and resources with help. *Enjoys small responsibilities and welcome praise for what they have done. *Understands tools and equipment have to be used safely. *Dresses with some help. *Attends toileting and handwashing/drying mostly independently. *Observes effects of activity on their body 	<ul style="list-style-type: none"> *Confident to speak about own needs and wants Describes themselves in positive terms. *Usually is dry and clean during the day. *Will attempt to eat a range of healthy foods. *Imitate healthy practice and actions eg sleep, exercise, hygiene and oral health. *Shows some understanding for the need for safety when tackling new challenges. *Practices some appropriate safety measures independently. *To remain on a task for an increasing period of time, linked to interests. 	<ul style="list-style-type: none"> Confident to speak about own opinions and interests. *Describes self in positive terms including a growing <u>bank</u> of abilities. *Independently identifies a range of healthy foods. *Show an awareness of healthy practices and reasons for doing them eg sleep, exercise, hygiene and oral health. *Show an increasing understanding of the need for safety when tackling new challenges. *Practices a wider range of appropriate safety measures independently. *To complete a tasks, over-coming a particular challenge, not always linked to interest. 	<ul style="list-style-type: none"> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. *Explains the reasons for rules, knows right from wrong and tries to behave accordingly. *Manages own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (oral health)
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PSED - Self-regulation

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Knows that some actions and words can hurt others' feelings. *Begins to accept the need of others, taking turns and shares resources sometime with support. *Sometimes tolerates delay when needs are not immediately met. *Usually adopts behaviour to different social situations and changes in routine. 	<ul style="list-style-type: none"> *With guidance, can say simple expressions of feeling. *Understands own actions affect other people eg gets upset/tries to comfort a child they have hurt. *Aware of boundaries set and behavioural expectations in the setting. *Begins to negotiate and solve problems without a physical impulse or heightened emotion. 	<ul style="list-style-type: none"> *Aware of own feelings and can use the appropriate word/description. *Beginning to regulate own behaviours making/suggesting appropriate changes to actions. *Increasingly aware of boundaries set and behavioural expectations in the setting. *Can negotiate and solve problems without heightened emotions, using words to negotiate or overcome. 	<ul style="list-style-type: none"> *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and shows an ability to follow instructions involving several ideas or actions.
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PSED - Building relationships

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Plays in a group, extending and elaborating play ideas. *Initiates play, offering cues for peers to join in. *Keeps play going by responding to what others are saying or doing. *Demonstrates friendly behaviours, initiating conversation and forms good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> *Initiates conversations with familiar peers and known adults. *Talks about own knowledge (familiar to them) *Can play positively. 	<ul style="list-style-type: none"> *Initiates conversations, attends to and takes account of what others say. *Explains own knowledge (familiar to them) and asks appropriate questions of others. *With some adult support, can play cooperatively with a range of children may be able to find compromises. 	<ul style="list-style-type: none"> *Work and play cooperatively and take turns with others. *Forms positive attachments to adults and friendships with peers. *Show sensitivity to their own and others needs.
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Communication and Language - Listening, attention and understanding

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Listens to others 1:1 or in small groups when conversation interests them. *Listens to stories with increasing attention and recall. *Focuses attention-s till listen and do (but can shift own attention) *Is able to respond and follow instructions (if not intently focused on own choice of activity) *Shows understanding of prepositions. *Understands the use of objects (eg scissors for cutting). *Begins to understand how/why questions. 	<ul style="list-style-type: none"> *Maintains attention, and sits appropriately during an activity. *Listen and do for a short span (two channelled attention). *Able to follow a story with props or pictures. *Responds to simple instructions. *Understands humour e.g. in stories. 	<ul style="list-style-type: none"> *Maintains attention, concentrates and sits appropriately during an activity. *Listen and do for a short span, using comments and actions in a small group. *Able to follow a story without props or pictures. *Responds to instructions involving two part sequence. *Responds and takes turns when communicating. *Begins to ask why or how questions. 	<ul style="list-style-type: none"> *Listen attentively. *Respond to what they hear with relevant questions, comments and actions when being read to. *Respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions. *Make comments about what they have heard and ask questions to clarify understanding. *Hold conversation when engaged in back and forth exchanges with their teacher/peers.
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Communication and Language- Speaking

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Begins to use more complex sentences to link thoughts (e.g. and because). *Can retell a simple past event in correct order. Uses talk to connect ideas, explain what is happening and anticipates what might happen next, recall and relies experiences. *Questions why things might happen. *Uses a range of tenses. *Uses intonation, rhythm and phrasing to make meaning clear. *Uses vocabulary focused on objects, and people that are of particular importance. *Builds up vocabulary that reflects the breadth of their experiences. *Uses talk to pretend e.g. box is my castle 	<ul style="list-style-type: none"> *Extends vocabulary e.g. grouping and exploring the meaning and sounds of new words. *Uses language to imagine and recreate roles and experiences in play. *Links statements and sticks to main theme/intention. *Uses talk to organise, sequence and clarify ideas, and events. *Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> *Participates and uses newly introduced vocabulary in 1:1/ small group contexts. *Makes use of some introduced vocabulary from stories, rhymes and poems in their own storyline or narrative. *Uses talk to organise, sequence and clarify thinking and ideas. *Expresses their ideas and feelings using full sentences, using past and present tense. 	<ul style="list-style-type: none"> *Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary. *Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. *Express their ideas and feelings about their experiences using full sentences, using past, present and future tenses and making use of conjunctions with support from teacher.
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Physical Development- Gross Motor

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Moves freely and with pleasure and confidence in a range of ways eg slithering, shuffling, rolling, crawling, walking, balancing, jumping and running. *Mounts stairs, steps or climbing equipment using alternate feet. *Walks downstairs, two feet on each step whilst carrying a small object. *Runs skilfully and negotiates space, adjusting speed or directions to avoid obstacles. *Stands momentarily on one foot when shown. *Catches a large ball. *Draws large lines and circles using gross motor movement. 	<ul style="list-style-type: none"> *Experiments and combine different ways of moving. *Jumps off an object and lands appropriately. *Begins to negotiate space when racing and playing with other children, adjusting speed and changing direction to avoid obstacles. *Explore and practice skills to travels, under, over and through balancing and climbing equipment. *Explores how to push, pat, throw, catch or kick objects. 	<ul style="list-style-type: none"> *Will experiment and combine different ways of moving demonstrating increasing level of skill. *Negotiates space successfully when racing and playing with other children, adjusting speed and changing direction to avoid obstacles. *Travels with confidence and skill, under, over and through balancing and climbing equipment. *Shows increasing control when pushing, patting, throwing, catching or kicking it. 	<ul style="list-style-type: none"> *Negotiate space and obstacles safely, with considerations for themselves and others. *Demonstrate strength, balance and coordination when playing. *Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.
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Physical Development- Fine motor

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Uses one handed tools and equipment eg makes snips in paper with scissors. *Holds pencils between thumb and two fingers, no longer whole hand grasp (static tripod grip). *Holds pencil near point between first two fingers and thumb and uses it with good control. *Can copy some letters eg from own name. 	<ul style="list-style-type: none"> *Explore simple tools to effect changes to materials. *Handles tools, objects, construction and malleable materials with increasing control. *Shows a preference for a dominant hand. *Begins to use anti clockwise movement and retrace vertical lines. *Begins to form recognisable letters 	<ul style="list-style-type: none"> *Uses tools with increasing confidence and accuracy to effect changes to materials. *Handles tools, objects, construction and malleable materials with increasing control and expertise. *Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> *Holds a pencil effectively in preparation for fluent writing-using tripod grip in almost all cases. *Uses a range of tools, including scissors, paint brushes and cutlery. *Begins to show accuracy and care when drawing.
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Literacy - Comprehension

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Enjoys rhymes and rhythmic activities. *Shows an awareness of rhyme and alliteration. *Listens and joins in with rhymes and stories (1:1 and small groups). *Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. *Begins to be aware of how stories are structured. *Suggests how a story might end. *Knows print carries meaning *Knows information can be relayed in the form of print. *Names different parts of a book. 	<ul style="list-style-type: none"> *Can say if something rhymes. *Uses vocabulary and forms of speech (phrases) that are increasingly influenced by their experiences of books, rhymes and poems. *Knows that information can be retrieved from books. *Describes main story events, setting and characters from familiar stories. *Enjoys an increasing range of books. 	<ul style="list-style-type: none"> *Continues a rhyming string. *Uses more complex vocabulary and forms of speech in a logical sequence that are increasingly influenced by their experiences of books, rhymes and poems. *Knows that information can be retrieved from different types of books. *Describes main story events, setting and characters from a range of stories (from other cultures and times). *Enjoys an increasing range of books and sharing with others 	<ul style="list-style-type: none"> *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. *Anticipate-where appropriate- key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
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Literacy - Word reading

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Recognises rhythm in spoken word (counts/claps syllables). *Shows an interest in illustrations and print in books and print in the environment. *Recognises familiar words and signs such as own name and advertising logos. *Looks at books independently and handles carefully. *Holds books correct way up and turns pages Knows that print in English is read from left to right/top to bottom. 	<ul style="list-style-type: none"> *Hears, says and can recognise initial phonemes/grapheme within phase 2 for all words. (SET 1 RWI) *Segments sounds in simple words and blends them together (CVC). *Links some phonemes taught to graphemes. *Read most phase 2 common exception words. *Begin to read CVC caption and phrases. *Re-reads books to build up confidence, matching their phonics knowledge. 	<ul style="list-style-type: none"> *Hears, says and can read phonemes/graphemes and digraphs within phase 3. (SET 2 RWI) *Beginning to segment and blend some CVCC and CCVC words. *Names and sounds most letters of the alphabet. *Read up to 8 digraphs and a trigraph. *Reads most phase 3 common exception words *Begins to read simple sentences *Re-reads books to build up confidence, fluency and understanding matched to phonics knowledge. 	<ul style="list-style-type: none"> *Say a sound for each letter in the alphabet and at least 10 digraphs *Read words consistent with their phonic knowledge by sound blending. *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
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Literacy - Writing

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Sometimes gives meaning to marks as they draw and paint. *Gives meaning to the marks they draw, write and paint. *Ascribes meanings to marks that they see in different places. *Uses emergent writing skills eg letter shapes/strings to communicate meaning. *Writes some or all of own name Writes some recognisable letters. 	<ul style="list-style-type: none"> *Hears and says initial phonemes in words. *Segments the sounds in simple CVC words and blend them together. *Links some (taught) phonemes to graphemes, naming and sounding those letters of the alphabet. *Attempts to write own name. *Writes simple labels and captions (using CVC) giving meaning. *Writes taught graphemes in lower-case form and capital letter form, correctly. *Attempts to give meaning to own writing. *Includes taught common exception words. 	<ul style="list-style-type: none"> *Begins to break the flow of speech into words. *Continues a rhyming string *Segments the sounds in simple words and blend them together. *Links taught graphemes (including digraphs taught) to phonemes, naming and sounding those letters of the alphabet. *Writes own name. *Attempts to write phrases. *Writes taught graphemes in lower-case form and capital letter form, correctly. *Attempts to read their own writing back. *Includes taught common exception words. 	<ul style="list-style-type: none"> *Writes recognisable letters, most of which are correctly formed. *Spell words by identifying sounds in them and representing sounds with a letter or letters. *Write simple phrases and sentences that can be read by others.
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Mathematics - Number

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Uses some number names and number language spontaneously. *Uses some number names accurately in play. *Recites numbers in order to 10. *Shows curiosity about numbers offering comments or asking questions. *Compares two groups of objects (up to 4) saying when they are the same. *Shows an interest in number problems *Shows an interest in numerals in the environment. 	<ul style="list-style-type: none"> *Accurately counts objects/actions in different context to 5 (one to one correspondence). *Identify composition of numbers 0-5. *Begin to subitise up to 3. *Identify some doubling facts to 3. 	<ul style="list-style-type: none"> *Begin to counts objects/actions in different to 10 (one to one correspondence). *Identify composition of numbers 5-7, then 8-10. *Begin to subitise up to 5. *Finds some number bonds to 5. *Identify some subtraction facts of 5. *Identify some doubling facts to 5. 	<ul style="list-style-type: none"> *Have deep understanding of number to 10, including the composition of each number. *Subitise up to 5. *Automatically recall (without reference to rhymes or counting aids etc) number bonds to 5(including subtraction facts) and some number bonds to 10, including double facts.
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Mathematics - Numerical patterns

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Uses some number names and number language spontaneously. *Uses some number names accurately in play. *Recites numbers in order to 10. *Shows curiosity about numbers offering comments or asking questions. *Compares two groups of objects (up to 4)saying when they are the same. *Shows an interest in number problems. *Shows an interest in numerals in the environment. 	<ul style="list-style-type: none"> *Verbally count confidently to 10, *Recognises and re-orders numbers 0-5 *Selects the correct numeral to represent 1-5, then 1-10 objects *Begins to recognise the pattern of the counting system (0-9) *Compares quantities to 5 and beyond *Knowing what is more *Begins to use the vocabulary involved in adding and subtracting (more, add, altogether, take, away, less, less, than, fewer) 	<ul style="list-style-type: none"> *Verbally count beyond 10, then to 20. *Recognises and re-orders numbers 0-10. *Selects the correct numeral to represent 1-10 objects. *Begins to recognise the pattern of the counting system (11-19). *Compares quantities to 10 knowing what is less or more. *To use with increasing accuracy vocabulary involved in adding and subtracting (greater, less than, same, double, half, total, equals). 	<ul style="list-style-type: none"> *Verbally count beyond 20, recognising the pattern of the counting system. *Compare quantities to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. *Explore and represent patterns within numbers to 10, including odds and evens, double facts and how quantities can be distributed equally.
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Understanding the World - People, cultures and community

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Shows interest in and talks about the lives of people and places that are familiar to them. *talks about significant places based on own experiences. *Shows an interest in different cultures and places. *Talks about some similarities and differences in relation to friends, families and places. 	<ul style="list-style-type: none"> *Explores/comment own immediate environment using knowledge, from observation, discussion. *Explores/comments on religious and cultural communities. 	<ul style="list-style-type: none"> *Begin to describe own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Begins to know some similarities and difference between religious and cultural communities. *Begin to explain similarities and difference between life in own and other countries using stories and non-fiction texts. 	<ul style="list-style-type: none"> *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -where- appropriate-maps.
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Understanding the World - The natural world

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Comments and asks questions about aspects of their familiar world such as place they live or natural world. *Talks about some things that they have observed using their senses such as animals, plants and natural found objects. *Talks about why things happen using a wider vocabulary eg leaves turning brown, why ice melts, different forces. *Develops an understanding of growth, decay and changes over time. *Understands the need to respect and care for the natural environment/living things. 	<ul style="list-style-type: none"> *Looks closely at patterns and change. *Explores outside and comments by using some their senses. *Begins to make observations of the natural world, plants and animals. 	<ul style="list-style-type: none"> *Looks closely at similarities, differences, patterns and change. *Describe outside by using their senses. *Makes observations of the natural world, plants and animals. *Begins to talk about some important processes and changes in the natural world around them eg effects of changing seasons. *Begins to identify some similarities and differences between the natural world around them and contrasting environments. 	<ul style="list-style-type: none"> *Explore the natural world around them; making observations and drawing pictures of animals and plants. *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *Understand some important processes and changes in the natural world around them; including seasons and changing states of matter.
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Understanding the World - Past and present

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Shows and interest in the lives of people who are familiar to them. *Remembers and talks about significant events in their own experiences. *Shows an interest in different occupations and ways of life. 	<ul style="list-style-type: none"> *Begin to draw on own experiences to talk about past and present. *Begin to talk about lives of people around them. 	<ul style="list-style-type: none"> *Draw on own experiences to talk about past and present. *Begins to know some similarities and differences between things in the past and now. *Begin to talk about lives of people in society and their roles. *Begin to show understanding of the past using books and stories(compare and contrast. 	<ul style="list-style-type: none"> *Talk about the lives of the people around them and their roles in society. *Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class/ *Understand the past through settings, characters and events encountered in books read in class and story telling.
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Expressive Arts - Creating with materials

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Explores how colour and how colours can be changed. *Draws with increasing detail. *Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects. *Begins to be interested in and describe the texture of things. *Uses various construction materials. *Begins to construct, stacking blocks vertically, horizontally, making enclosures and creating spaces. *Joins construction pieces together to build and balance. *Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> *Explores what happens when they mix colours. *Explores a range of simple tools. *Begins to use props and materials to role-play their own experiences. *Shows an interest in music 	<ul style="list-style-type: none"> *Experiments to create different textures. *Begins to understand that different media can be combined to create different effects. *Manipulates a variety of resources to achieve a planned effect. *Uses simple tools competently and appropriately. *Selects appropriate resources and adapts work where necessary. *Begins to use props and materials to role-play characters in narratives and stories. *Develop and refine own ideas. *Explores music making. 	<ul style="list-style-type: none"> *Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the processes they have used. *Make use of props and materials when role-playing characters in narratives and stories.
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Expressive Arts - Being imaginative and expressive

Baseline	Advent	Lent	Pentecost/ELG
<ul style="list-style-type: none"> *Creates movement in response to music. *Sings to self and makes up simple songs. *Makes up rhythms. *Notices what adults do, imitating what is observed and then doing this spontaneously when adult is absent. *Engages in imaginative play based on own first hand experiences. *Enjoys joining in with dancing and ring games. *Sings a few familiar songs. *Develops preferences for forms of expression. *Plays instruments with increasing control to express themselves. 	<ul style="list-style-type: none"> *Begins to build a repertoire of songs and rhymes. *Plays alongside other children who are engaged in the same theme. *Introduces a narrative into their play based on own experiences. *Plays cooperatively as part of a group to develop and act out a narrative. *Begins to perform songs and rhymes with others, and expresses themselves using music. 	<ul style="list-style-type: none"> *Begins to build a repertoire of songs, rhymes, poems and stories. *Extends play with other children who are engaged in the same theme. *Introduces a storyline or narrative into their play. *Plays cooperatively as part of a group to develop and act out a story. *Begins to perform songs, rhymes, poems and stories with others, and- when appropriate try to. 	<ul style="list-style-type: none"> *Invent, adapt and recount narratives and stories with peers and their teachers. *Sing a range of well-known nursery rhymes and songs. *Perform songs, rhymes, poems and stories with others, and- when appropriate try to move in time with music.
Below At Above	Below At Above	Below At Above	Below At Above