

EYFS - Progression of Skills

Term/Topic	EYFS	Preschool	Reception
<p>Autumn 1 -</p> <p>Marvellous Me (Preschool)</p> <p>All About Me (Reception)</p>	<p>Communication and Language</p>	<p>Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is? (Range 4)</p> <ul style="list-style-type: none"> - Uses longer sentences (e.g. Mummy gonna work) (Range 4) -Seeks out companionship with adults and other children, sharing experiences and play ideas (Range 5) -Uses their experiences of adult behaviours to guide their social relationships and interactions. (Range 5) 	<ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens. -Can find it difficult to pay attention to more than one thing at a time. -Use a wider range of vocabulary. -Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". -Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Use longer sentences of four to six words. -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Can start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
	<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> -Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult. (Range 4) -Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows (Range 4) -Seeks out companionship with adults and other children, sharing experiences and play ideas (Range 5) -Uses their experiences of adult behaviours to guide their social relationships and interactions. (Range 5) 	<ul style="list-style-type: none"> -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. -Develop their sense of responsibility and membership of a community. -Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. -Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. -Increasingly follow rules, understanding why they are important. -Do not always need an adult to remind them of a rule. -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

			-Begin to understand how others might be feeling.
	Physical Development	<ul style="list-style-type: none"> -Begins to walk, run and climb on different levels and surfaces -Climbs up and down stairs by placing both feet on each step while holding a handrail for support (Range 4) -May be beginning to show preference for dominant hand/or leg/foot (Range 4) -Develops some independence in self care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support. (Range 4) -Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise (Range 5) -Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. (Range 5) -Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. (Range 5). -Dresses with help. e.g. puts arms in fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. (Range 5). 	<ul style="list-style-type: none"> -Continue to develop their movement, balancing and ball skills. -Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Use large-muscle movements to wave flags and streamers, paint and make marks. -Start taking part in some group activities which they make up for themselves, or in teams. -Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. -Use one-handed tools and equipment, for example, making snips in paper with scissors. -Use a comfortable grip with good control when holding pens and pencils. -Start to eat independently and learning how to use a knife and fork. -Show a preference for a dominant hand. -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. -Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. -Make healthy choices about food, drink, activity and toothbrushing.
	Literacy	<ul style="list-style-type: none"> -Fills in the missing word or phrase in a known rhyme, story or game. E.g. Humpty Dumpty sat on a. (Range 4.) - Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. (Range 4) -Listens to and joins in with stories and poems, when reading one-to-one and in small groups. (Range 5) -Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. (Range 5) -Includes mark making and early writing in their play. (Range 5). 	<ul style="list-style-type: none"> -Understand the five key concepts about print: <ul style="list-style-type: none"> . print has meaning . print can have different purposes . we read English text from left to right and from top to bottom . the names of the different parts of a book . page sequencing -Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> . spot and suggest rhymes . count or clap syllables in a word -recognise words with the same initial sound, such as money and mother -Engage in extended conversations about stories, learning new vocabulary -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. -Write some or all of their name

			-Write some letters accurately.
	Maths	<p>Measures - Beginning to anticipate times of the day such as mealtimes or home time. (Range 4)</p> <p>Pattern -Is interested in what happens next using the pattern of everyday routines. (Range 4)</p> <p>Shape -Chooses puzzle pieces and tries to fit them in. (Range 4)</p> <p>Counting -Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. (Range 5)</p> <p>Cardinality -Explores using a range of their own marks and signs to which they ascribe mathematical meanings. (Range 5)</p> <p>Shape -Attempts to create arches and enclosures when building, using trial and improvement to select blocks. (Range 5)</p>	<p>-Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>-Recite numbers past 5.</p> <p>-Say one number for each item in order: 1,2,3,4,5.</p> <p>-Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>-Show 'finger numbers' up to 5.</p> <p>-Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>-Experiment with their own symbols and marks as well as numerals.</p> <p>-Solve real world mathematical problems with numbers up to 5.</p> <p>-Compare quantities using language: 'more than', 'fewer than'</p>
	Expressive Arts and Design	<p>-Enjoys and responds to playing with colour in a variety of ways, for example combining colours. (Range 4)</p> <p>-Continues to explore colour and how colours can be changed. (Range 5)</p> <p>-Experiments and creates movement in response to music, stories and ideas. (Range 5)</p>	<p>-Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>-Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>-Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>-Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>-Develop their own ideas and then decide which materials to use to express them.</p> <p>-Join different materials and explore different textures.</p> <p>-Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>-Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>-Use drawing to represent ideas like movement or loud noises.</p>

			<ul style="list-style-type: none"> -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc -Explore colour and colour-mixing -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. -Sing the pitch of a tone sung by another person ('pitch match'). -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Create their own songs, or improvise a song around one they know. -Play instruments with increasing control to express their feelings and ideas.
	Understanding of the World	<ul style="list-style-type: none"> -Has a sense of own immediate family and relations and pets. (Range 4) -Beginning to have their own friends. (Range 4). -Show interest in the lives of people who are familiar to them. (Range 5) -Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support. (Range 5). -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. (Range 5) 	<ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary. -Begin to make sense of their own life-story and family's history -Show interest in different occupations. -Explore how things work. -Talk about the differences between materials and changes they notice. -Continue to develop positive attitudes about the differences between people.
	MATHS	PLANNING IN AUTUMN 2 FOR RISING 4'S. (Settling in)	(BASELINE). SEE SEPARATE POWERMATHS PLANNING.
	PHONICS	PLANNING IN AUTUMN 2 FOR RISING 4'S. (Settling in)	(BASELINE). SEE SEPARATE LITTLE WANDLE PLANNING.
Autumn 2 - Festivals and Celebrations (Preschool)	Communication and Language	<ul style="list-style-type: none"> -Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) (Range 4) -Uses longer sentences (e.g. Mummy gonna work) (Range 4) -Shows interest in play with sounds, songs and rhymes. (range 4) 	<ul style="list-style-type: none"> -Enjoy listening to longer stories and can remember much of what happens -Use a wider range of vocabulary. -Learn new vocabulary. -Use new vocabulary through the day. -Ask questions to find out more and to check they understand what has been said to them.

Celebrations (Reception)		<ul style="list-style-type: none"> - Listens to stories with increasing attention and recall. (Range 5) - Understands use of objects (e.g. "What do we use to cut things?") (Range 5) - Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' (Range 5) 	<ul style="list-style-type: none"> -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Make comments about what they have heard and ask questions to clarify their understanding. -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. -Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> -Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult. (Range 4) -Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. (Range 4) -Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows. (Range 4) -Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest. (Range 4) -Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. (Range 5) -Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. (Range 5) -Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it. (Range 5) 	<ul style="list-style-type: none"> -Select and use activities and resources, with help when needed. - Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. -See themselves as a valuable individual. -Build constructive and respectful relationships. -Express their feelings and consider the feelings of others. -Show resilience and perseverance in the face of challenge. -Identify and moderate their own feelings socially and emotionally. -Think about the perspectives of others. -Manage their own needs -Understand how to listen carefully and why listening is important. -Learn new vocabulary -Describe events in some detail -Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen
	Physical Development	<ul style="list-style-type: none"> -Climbs up and down stairs by placing both feet on each step while holding a handrail for support. (Range 4) 	<ul style="list-style-type: none"> - Be increasingly independent in meeting their own care needs, e'g using the toilet, washing and drying their hands thoroughly.

		<ul style="list-style-type: none"> -May be beginning to show preference for dominant hand and/or leg/foot. (Range 4) -Develops some independence in self-care and shows an awareness of routines such as hand washing or teeth cleaning but still often needs adult support. (Range 4) -Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots. (Range 4) -Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. (Range 5) -Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (Range 5) -Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely. (Range 5) 	<ul style="list-style-type: none"> - Make healthy choices about food, drink and activity. -Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. -Progress towards a more fluent style of moving, with developing control and grace. -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Combine different movements with ease and fluency -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. -Develop overall body-strength, balance, co-ordination and agility -Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.
	<p>Literacy</p>	<ul style="list-style-type: none"> -Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...' (Range 4) -Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. (Range 4) -Listens to and joins in with stories and poems, one-to-one and also in small groups. (Range 5) -Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5) 	<ul style="list-style-type: none"> - Develop their phonological awareness, so that they can: - spot and suggest rhymes. Count or clap syllables in a word. -Engage in extended conversations about stories, learning new vocabulary -Write some or all of their name. -Write some letters accurately. -Spell words by identifying the initial sound. -Spell words by identifying more than one sound. -Hold a pencil effectively in preparation for fluent writing. -Read individual letters by saying the sounds for them. -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

			<ul style="list-style-type: none"> -Engage in story times. Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. -Use new vocabulary in different contexts. -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Maths	<p>Measure: -Beginning to anticipate times of the day such as mealtimes or home time. (Range 4)</p> <p>Pattern: -Joins in and anticipates repeated sound and action patterns. (Range 4)</p> <p>Counting -Begins to say numbers in order, some of which are in the right order (ordinality) (Range 4)</p> <p>Counting: -Uses some number names and number language within play, and may show fascination with large numbers. (Range 5)</p> <p>Shape: - Attempts to create arches and enclosures when building, using trial and improvement to select blocks. (Range 5)</p> <p>Pattern: Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. (Range 5)</p>	<ul style="list-style-type: none"> - Fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. -Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). -Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Experiment with their own symbols and marks as well as numerals. -Solve real world mathematical problems with numbers up to 5. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones - an arch, a bigger triangle etc. - Compare quantities using language: 'more than', 'fewer than'. -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones - an arch, a bigger triangle. - Extend and create ABAB patterns. - Notice and correct an error in a repeating pattern. - Understand the 'one more than/one less than' relationship between consecutive numbers.
	Expressive Arts and Design	<ul style="list-style-type: none"> -Uses everyday materials to explore, understand and represent their world - their ideas, interests and fascinations. (Range 4) -Enjoys and responds to playing with colour in a variety of ways, for 	<ul style="list-style-type: none"> - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. -Explore different materials freely, in order to develop their ideas about how to use them and what to make.

		<p>example combining colours. (Range 4)</p> <ul style="list-style-type: none"> -Creates rhythmic sounds and movement. (Range 4) -Enjoys joining in with moving, dancing and ring games. (Range 5) -Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (Range 5) -Explores colour and how colours can be changed. (Range 5) -Engages in imaginative role-play based on own first-hand experiences. (Range 5) 	<ul style="list-style-type: none"> - Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. -Use drawing to represent ideas like movement or loud noises. - Explore colour and colour-mixing. - Respond to what they have heard, expressing their thoughts and feelings. - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups.
	Understanding of the World	<ul style="list-style-type: none"> -Has a sense of own immediate family and relations. (Range 4) -Beginning to have their own friends. (Range 4) -Enjoys playing with small-world models such as a farm, a garage, or a train track. (Range 4) -Shows interest in the lives of people who are familiar to them. (Range 5) -Recognises and describes special times or events for family or friends. (Range 5) -Remembers and talks about significant events in their own experiences. (Range 5) -Enjoys joining in with family customs and routines. (Range 5) 	<ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary. -Begin to make sense of their own life-story and family's history -Explore how things work. -Talk about the differences between materials and changes they notice. -Talk about members of their immediate family and community. -Recognise that people have different beliefs and celebrate special times in different ways. -Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them. -Compare and contrast characters from stories, including figures from the past.
	MATHS	SEE SEPARATE MATHS PLANNING FOR RISING 4'S.	SEE SEPARATE POWERMATHS PLANNING.
	PHONICS	SEE SEPARATE PHONICS PLANNING FOR RISING 4'S.	SEE SEPARATE LITTLE WANDLE PLANNING.
Spring 1 People who help us/ Superheros (Preschool)	Communication and Language	<ul style="list-style-type: none"> -Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?). (Range 4) -Uses longer sentences. (Range 4) -Listens with interest to the noises adults make when they read stories. (range 4) -Developing understanding of simple concepts. (range 4) -Focusing attention - still listen or do, but can shift own attention. 	<ul style="list-style-type: none"> -Use new vocabulary through the day -Ask questions to find out more and to check they understand what has been said to them. -Articulate their ideas and thoughts in well-formed sentences. -Describe events in some detail -Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

<p>Once Upon a Time (Reception)</p>		<p>(Range 5) -Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting the correct picture. (Range 5) -Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (Range 5) -Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5) -Can retell a simple past event. (Range 5) -Beginning to use more complex sentences. (Range 5)</p>	<p>-Develop social phrases -Engage in story times. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p>
	<p>Personal, Social and Emotional Development</p>	<p>-Experiments with their own and other people's views of which they are through their play, through trying out different behaviours, and the way they talk about themselves. (Range 4) -Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests. (Range 4) -Knows their own name, their preference and interests and is becoming aware of their unique abilities. -Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help. (Range 5) -Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. (Range 5) -Seeks out companionship with adults and other children, sharing experiences and play ideas. (Range 5)</p>	<p>- Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Show resilience and perseverance in the face of challenge. - Think about the perspectives of others. - Know and talk about the different factors that support their overall health and wellbeing: including how to keep safe and what services to call for help. - Show resilience and perseverance in the face of challenge.</p>
	<p>Physical Development</p>	<p>-Climbs up and down stairs by placing both feet on each step while holding a handrail for support (Range 4) -Begins to walk, run and climb on different levels and surfaces. (Range 4) -May be beginning to show preference for dominant hands. (Range 4) -Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet-Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt. (Range 4) -Hold mark-making tools with your thumb and all fingers. (Range 4) Begins to recognise danger and seeks the support and comfort of significant adults. (Range 4)</p>	<p>- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing -Progress towards a more fluent style of moving, with developing control and grace. -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>

		<ul style="list-style-type: none"> -Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. (Range 5) -Creates lines and circles pivoting from the shoulder and elbow. (Range 5) -Dresses with help, e.g. puts arms into an open-fronted coat or shirt when held up, pulls up own trousers, and pulls up a zipper once it is fastened at the bottom. (Range 5) 	<ul style="list-style-type: none"> Combine different movements with ease and fluency -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. -Develop overall body-strength, balance, co-ordination and agility -Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian -Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene
	Literacy	<ul style="list-style-type: none"> -Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...' (Range 4) -Enjoys rhyming and rhythmic activities. (Range 4) -Repeats and uses actions, words or phrases from familiar stories. (Range 4) -Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or play dough and through using touch-screen technology. (Range 4) -Distinguishes between the different marks they make. (Range 4) -Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5) -Hears and says the initial sound in words.(Range 5) -Handles books and touch screen technology carefully and the correct way up with growing competence. (Range 5) 	<ul style="list-style-type: none"> -Read individual letters by saying the sounds for them -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. -Read some letter groups that each represent one sound and say sounds for them. -Read a few common exception words matched to the school's phonic programme. -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. -Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. -Form lower-case and capital letters correctly. -Spell words by identifying the sounds and then writing the sound with letter/s. -Re-read what they have written to check that it makes sense. -Write simple phrases and sentences that can be read by others.

	Maths	Counting (Range 4): <ul style="list-style-type: none"> -Begins to say numbers in order, some of which are in the right order (ordinality) 	<ul style="list-style-type: none"> - Count objects, actions and sounds. -Subitise. - Link the number symbol (numeral) with its cardinal number value.
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	<p>Cardinality (How many?) (Range 4): -In everyday situations, takes or gives two or three objects from a group.</p> <p>Spatial Awareness (Range 4): -Begins to remember their way around familiar environments. -Responds to spatial and positional language.</p> <p>Measures (Range 4): -Explores differences in size, length, weight and capacity.</p> <p>Comparison: -Compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! (Range 5)</p> <p>Cardinality: -Links numerals with amounts up to 5 and maybe beyond. (Range 5)- Beginning to represent numbers using fingers, marks on paper or pictures. (Range 5)</p> <p>Shape: -Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. (Range 5)</p> <p>Counting: -Counts up to three or four objects by saying one number name for each item. (Range 5)</p> <p>Spatial awareness: -Responds to and uses language of position. (Range 5)</p>	<ul style="list-style-type: none"> -Count beyond 10. - Understand the 'one more than/one less than' relationship between consecutive numbers. -Explore the composition of numbers to 10. - Recall number bonds to 5. - Compare length, height, distance, weight, capacity and size. - Continue, copy and create repeating patterns.
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> -Enjoys and responds to playing with colour in a variety of ways, for example combining colours . (Range 4) -Joins in singing songs. (Range 4) -Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music. (Range 4) -Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (Range 5) -Taps out simple repeated rhythms.(Range 5) -Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. (Range 5) 	<ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Develop storylines in their pretend play. -Explore and engage in music making and dance, performing solo or in groups. -Safely use and explore a variety of materials, tools and techniques, experimenting with colour,

			<p>design, texture, form and function.</p> <ul style="list-style-type: none"> -Make use of props and materials when role playing characters in narratives and stories. -Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs.
	Understanding of the World	<ul style="list-style-type: none"> -Beginning to have their own friends. (Range 4) -Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. (Range 4) -Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. (Range 4) -Learn that they have similarities and differences that connect them to, and distinguish them from, others. (Range 4) -In pretend play, imitates everyday actions and events from one's own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. (Range 4) -Remembers and talks about significant events in their own experiences. (Range 5) -Talks about why things happen and how things work. (Range 5) -Shows interest in different occupations and ways of life. (Range 5) -Shows care and concern for living things and the environment. (Range 5) 	<ul style="list-style-type: none"> -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past. -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them.
	MATHS	SEE SEPARATE MATHS PLANNING FOR RISING 4'S.	SEE SEPARATE POWERMATHS PLANNING.
	PHONICS	SEE SEPARATE PHONICS PLANNING FOR RISING 4'S.	SEE SEPARATE LITTLE WANDLE PLANNING.
<p>Spring 2</p> <p>Transport (Preschool)</p> <p>Amazing Adventures (Reception)</p>	Communication and Language	<ul style="list-style-type: none"> -Identifies action words by following simple instructions. (Range4) -Single channelled attention. (Range 4) -Uses a variety of questions. (Range 4) -Responds to instructions with more elements. (Range 5) -Beginning to understand why and how questions. (Range 5) -Uses talk to explain what is happening and anticipate what might happen next. (Range 5) 	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Use new vocabulary through the day -Ask questions to find out more and to check they understand what has been said to them. -Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. -Describe events in some detail. -Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

			<ul style="list-style-type: none"> - Engage in story times. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. -Use new vocabulary in different contexts. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. - Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> -Builds relationships with special people but may show anxiety in the presence of strangers. (range 4) - Can feel overwhelmed by intense emotions resulting in an emotional collapse. (range 4) -Practices skills and assertion, negotiation and compromise and looks supportive. (Range 5) -Enjoys a sense of belonging through being involved in daily tasks. (Range 5) -Express a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. (Range 5) 	<ul style="list-style-type: none"> - See themselves as a valuable individual. -Build constructive and respectful relationships. -Express their feelings and consider the feelings of others. -Show resilience and perseverance in the face of challenge. -Identify and moderate their own feelings socially and emotionally. -Think about the perspectives of others. -Manage their own needs.
	Physical Development	<ul style="list-style-type: none"> -Runs safely on whole foot. (Range 4) -Jumps off into the air with both feet leaving the floor and can jump forward a small distance. (Range 4) -Begins to understand and choose different ways of moving. (Range 4) -Shows increasing control in holding, using and manipulating a range of tools. (Range 4) -Begins to recognise danger. (Range 4) -Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. (Range 5) - Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. (Range 5) 	<ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing -Progress towards a more fluent style of moving, with developing control and grace. -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

		<ul style="list-style-type: none"> - Can wash and dry hands and understand the importance. (Range 5) 	<ul style="list-style-type: none"> -Combine different movements with ease and fluency -Develop overall body-strength, balance, co-ordination and agility. -Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. -Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene
	Literacy	<ul style="list-style-type: none"> -Recognises familiar words from children's popular culture (Range 4) -Distinguishes between the marks they make. (Range 4) -Shows awareness of rhyme and alliteration. (Range 5) -Recognises rhythm spoken in words, songs, poems and rhymes. (Range 5) - Knows that print carries meaning and, in English, is read from left to right and top to bottom. (Range 5) -Knows information can be relayed through signs, symbols in various forms. (Range 5) 	<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. -Read some letter groups that each represent one sound and say sounds for them. -Read a few common exception words matched to the school's phonic programme. -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. -Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. -Form lower-case and capital letters correctly. -Spell words by identifying the sounds and then writing the sound with letter/s. -Re-read what they have written to check that it makes sense. -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others.
	Maths	<p>Comparison (range 4):</p> <ul style="list-style-type: none"> -Beginning to compare and recognise changes in numbers of things, using words like more, lots or same. <p>Spatial awareness (Range 4):</p> <ul style="list-style-type: none"> -Moves their bodies and toys around objects and explores fitting into 	<ul style="list-style-type: none"> -Count objects, actions and sounds. -Subitise. -Link the number symbol (numeral) with its cardinal number value. -Count beyond ten.

	<p>spaces.</p> <p>Shape (Range 4):</p> <ul style="list-style-type: none"> -Recognises that two objects have the same shape -Make simple construction <p>Counting:</p> <ul style="list-style-type: none"> -May enjoy counting verbally as far as they can go. (Range 5) <p>Cardinality:</p> <ul style="list-style-type: none"> -Subitises one, two and three objects without (counting) (Range 5) <p>Composition:</p> <ul style="list-style-type: none"> -Beginning to recognise that each counting number is one more than the one before. (Range 5) 	<ul style="list-style-type: none"> -Compare numbers. -Understand the 'one more than/one less than' relationship between consecutive numbers. -Explore the composition of numbers to 10. -Automatically recall number bonds for numbers 0-10. -Select, rotate and manipulate shapes in order to develop spatial reasoning skills. -Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. -Continue, copy and create repeating patterns.
Expressive Arts and Design	<ul style="list-style-type: none"> -Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them. (Range 4) -Creates rhythmic sounds and movements. (range 4) - Uses tools for a purpose (Range 5) <p>(Range 5)</p> <ul style="list-style-type: none"> - Plays alongside other children who are engaged in the same theme. (Range 5) - Uses available resources to create props or create imaginary ones to support play. (Range 5) - Uses various construction materials e.g. joining pieces, stacking vertically and horizontally. (Range 5) 	<ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Develop storylines in their pretend play. -Explore and engage in music making and dance, performing solo or in groups. - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used. -Make use of props and materials when role playing characters in narratives and stories.
Understanding of the world	<ul style="list-style-type: none"> -Notices detailed features of objects in their environment (Range 4) -Can talk about things they have observed (Range 4) -Uses pipes, funnels and other tools to carry/ transport water from one place to another. - Remembers and talks about significant times or events in their own experience. (Range 5) - Talks about why things happen and how things work. (Range 5) - Plays with a range of materials to learn cause and effect, for 	<ul style="list-style-type: none"> -Explore collections of materials with similar and/or different properties. -Compare and contrast characters from stories, including figures from the past. -Recognise that people have different beliefs and celebrate special times in different ways. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. -Know 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

		example pulling string on puppet. (Range 5)	and storytelling.
	MATHS	SEE SEPARATE MATHS PLANNING FOR RISING 4'S.	SEE SEPARATE POWERMATHS PLANNING.
	PHONICS	SEE SEPARATE PHONICS PLANNING FOR RISING 4'S.	SEE SEPARATE LITTLE WANDLE PLANNING.
Summer 1 Watch me grow (Preschool) Up above and down below (Reception)	Communication and Language	<ul style="list-style-type: none"> -Single channelled attention (range 4) -Developing understanding of simple concepts (range 4) -Understanding more complex sentences (range 4) -Uses language to share feelings, experiences and thoughts (range 4) -Beginning to use a range of tenses. (Range 5) -Talks more extensively about things that are of importance to them. (Range 5) -Builds up vocabulary that reflects the breadth of their experiences. (Range) 	<ul style="list-style-type: none"> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Make comments about what they have heard and ask questions to clarify their understanding. -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Offer 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, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> -Express the self-aware emotions of pride and embarrassment as well as a wide range of other feelings. (range 4) -Is becoming able to think about their feelings. (range 4) -Is developing an understanding of and interest in differences of preferences and making choices and decisions. (range 4) -Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and their peers. (Range 5) -Is sensitive to others 'messages of appreciation or criticism' (Range 5) -Talks about how others might be feeling. (Range 5) 	<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 activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others' needs.

	Physical Development	<ul style="list-style-type: none"> -Develops increasing control and understanding of bladder and bowel movement. (range 4) -Moves in response to music rhythms played on instruments. (Range 4) -Uses wheeled toys with increasing skill such as paddling, balancing etc... (Range 4) -Kicks a ball stationary. (Range 4) -Holds mark making tools. (Range 4) -Observes and can describe in words or actions the effects of physical activity on their bodies. (Range 5) -Observes and controls breath, able to take deep breaths, scrunching and releasing breath. (Range 5) -Willing to try a range of different textures and tastes and express a preference. Can name and identify different parts of the body. (Range 5) 	<ul style="list-style-type: none"> -Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. -Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. -Use a range of small tools, including scissors, paintbrushes and cutlery. -Begin to show accuracy and care when drawing.
	Literacy	<ul style="list-style-type: none"> -Repeats and uses actions, words or phrases from familiar stories. (Range 4) -Begins to recognise familiar logos from children's popular culture. (Range 4) -Recognises familiar words and signs such as own name, advertising logos and screen icons. (Range 5) - Attempts to write own name, or other names and words, using a combination of lines, circles and curves, or letter- type shape. (Range 5) - Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. (Range 5) - Claps or taps the syllables in words during sound play. (Range 5) -Begins to make letter- type shapes to represent the initial sounds of their name. (Range 5) - Begins to be aware of how a story is structured. (Range 5) 	<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. -Say a sound for each letter in the alphabet and at least 10 digraphs - Phonics and reading. -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 - Sight words practise. -Write recognisable letters, most of which are correctly formed. -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others.
	Maths	Counting (Range 4):	<ul style="list-style-type: none"> -Have a deep understanding of numbers to 10, including the composition of each number.

		<ul style="list-style-type: none"> -Beginning to notice numerals (number symbols) -Beginning to count on their fingers <p>Spatial awareness (Range 4):</p> <ul style="list-style-type: none"> -Explores how things look from different viewpoints including things that are near and far. <p>Counting (Range 5):</p> <ul style="list-style-type: none"> -Begins to recognise numerals 1- 10. <p>Cardinality (Range 5):</p> <ul style="list-style-type: none"> -Counts up to five items, recognising that the last number said represents the total counted so far. <p>Composition (Range 5):</p> <ul style="list-style-type: none"> -Through play and exploration, beginning to learn that numbers are made up of smaller numbers. <p>Shape (Range 5):</p> <ul style="list-style-type: none"> -Chooses items based on their shape which are appropriate for the child's purpose. <p>Spatial awareness (Range 5):</p> <ul style="list-style-type: none"> -Predicts, moves and rotates objects to fit the space or create the shape they would like. <p>Measure (Range 5):</p> <ul style="list-style-type: none"> -Recalls a sequence of events in everyday life and stories. 	<ul style="list-style-type: none"> -Subitise (recognise quantities without counting) up to 5. -Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. -Verbally count beyond 20, recognising the pattern of the counting system. -Compare quantities up 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 up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> -Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. (Range 4) - Uses 3D and 2D structures to explore materials and/or express ideas. (Range 4) - Creates sounds, movements, drawings to accompany stories. (Range 5) 	<ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used. -Make use of props and materials when role playing characters in narratives and stories. -Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs.

		<ul style="list-style-type: none"> -Sings familiar songs. -Develops understanding of how to create and use sounds internationally. (Range 5) 	<ul style="list-style-type: none"> -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
	Understanding of the world	<ul style="list-style-type: none"> -Plays with water to investigate low technology such as washing and cleaning. (Range 4) -Seek to acquire basic skills in turning on and operating some digital equipment. (Range 4) -Learn that they have similarities and differences that connect them and distinguish them from others. (Range 4) - Developing an understanding of growth, decay, and changes over time. (Range 5) -Shows care and concern for living things in the environment. (range 5) - Begin to understand the effect their behaviour can have on the environment. (Range 5) 	<ul style="list-style-type: none"> -Know 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 storytelling. -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -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 the seasons and changing states of matter.
	MATHS	SEE SEPARATE MATHS PLANNING FOR RISING 4'S.	SEE SEPARATE POWERMATHS PLANNING.
	PHONICS	SEE SEPARATE PHONICS PLANNING FOR RISING 4'S.	SEE SEPARATE LITTLE WANDLE PLANNING.
Summer 2 Fantasy and Fiction (Preschool) Our Wonderful World (Reception)	Communication and Language	<ul style="list-style-type: none"> -Identifies action words by following simple instructions. (Range 4) -Developing understanding of simple concepts (Range 4) -Understanding more complex sentences (range 4) -Uses language to share feelings, experiences and thoughts (Range 4) -Is able to follow directions. (Range 5) - Listens to familiar stories with increasing attention. (Range 5) -Uses talk in pretending that objects stand for something else in play. (Range 5) 	<ul style="list-style-type: none"> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions -Make comments about what they have heard and ask questions to clarify their understanding. -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Offer 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, including use of past, present and future tenses and making use of conjunctions, with modelling and support from

			their teacher.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> -Express the self-aware emotions of pride and embarrassment as well as a wide range of other feelings. (range 4) -Is becoming able to think about their feelings. (range 4) -Is more able to recognise the impact of their choices and behaviours/ actions on others and knows that some actions and words can hurt others feelings. (Range 5) - May exhibit increased fearfulness of things. (Range 5) -Is aware of being evaluated by others and begins to develop ideas about themselves according to the messages they hear from others. (Range 5) 	<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 activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others' needs
	Physical Development	<ul style="list-style-type: none"> -Holds mark making tools. (Range 4) -Uses wheeled toys with increasing skill such as paddling, balancing etc... (Range 4) - Develops increasing control and understanding of bladder and bowel movement. (range 4) -Dresses with help (Range 5) -Gains more bowel and bladder control and can attend to toileting needs. (Range 5) -Creates lines and circles pivoting from shoulder and elbow. (Range 5) -Manipulates a range of tools and equipment in one hand, tools include paint brush, scissors, hairbrushes, tooth brush, scarves or ribbon. 	<ul style="list-style-type: none"> -Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. -Use a range of small tools, including scissors, paintbrushes and cutlery. -Begin to show accuracy and care when drawing.
	Literacy	<ul style="list-style-type: none"> -Repeats and uses actions, words or phrases from familiar stories. (Range 4) -Begins to recognise familiar logos from children's popular culture. (Range 4) -Fills in missing words or phrases in a known rhyme, story or game. (Range 4) 	<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. -Read words consistent with their phonic knowledge by sound-blending.

		<ul style="list-style-type: none"> -Makes up stories, play scenarios, and drawings in response to experiences such as outings. (Range 5) -Sometimes gives meaning to their drawings and paintings. (Range 5) -Shows interest in illustrations and words in print and digital books and words in the environment. (Range 5) - Looks and enjoys print and digital books independently. (Range 5) -Shows an interest in letters on a keyboard, identifying the initial letter. (Range 5) - Begins to navigate apps and websites on digital media. (Range 5) - Talks about events, principles, characters in stories and suggests how the story might end. (Range 5) 	<ul style="list-style-type: none"> -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. -Write recognisable letters, most of which are correctly formed. -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others.
	Maths	<p>Counting (Range 4):</p> <ul style="list-style-type: none"> -Begins to say numbers in order -Beginning to notice numerals <p>Shape (Range 4):</p> <ul style="list-style-type: none"> -Recognises that two objects have the same shape <p>Composition (Range 5):</p> <ul style="list-style-type: none"> -Beginning to recognise that each counting number is one more than the one before. (Range 5) -Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. (Range 5) <p>Shape (Range 5):</p> <ul style="list-style-type: none"> -Responds to both informal language and common shape names. (Range 5) -Shows awareness of shape similarities and differences between shapes. (Range 5) <p>Pattern (Range 5):</p> <ul style="list-style-type: none"> -Creates their own spatial patterns showing some organisation or regularity. (Range 5) -Explores and adds to simple patterns. Stick, leaf, stick, leaf. (Range 	<ul style="list-style-type: none"> -Have a deep understanding of number to 10, including the composition of each number. -Subitise (recognise quantities without counting) up to 5. -Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. -Verbally count beyond 20, recognising the pattern of the counting system. -Compare quantities up 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 up to 10, including evens and odds, double facts and how quantities can be distributed equally.

		5) Measure (Range 5): -In meaningful contexts, find the longer or shorter, or heavier or lighter and more/ less full or two items. (Range 5)	
	Expressive Arts and Design	-Enjoys singing songs. (Range 4) -Begins role play/make believe by pretending using sounds, movement, words, objects. Beginning to describe sounds and music imaginatively. (Range 4) -Uses available resources to create props or creates imaginary ones to support play. (Range 5) - Engages in imaginative play based on own ideas or first-hand or peer experiences. (Range 5)	-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used. -Make use of props and materials when role playing characters in narratives and stories. -Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and song. -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
	Understanding of the World	-Can talk about things they have observed (Range 4) -Seek to acquire basic skills in turning on and operating some digital equipment. (Range 4) -Shows an interest in technological toys with knobs or pulleys, real objects such as cameras and touch screens. (Range 5) - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or images. (Range 5) -Knows some things makes them unique. (Range 5)	-Talk about the lives of the people around them and their roles in society. -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Know some similarities and differences between different 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, nonfiction texts and (when appropriate) maps. -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 the seasons and changing states of matter.
	MATHS	SEE SEPARATE MATHS PLANNING FOR RISING 4'S.	SEE SEPARATE POWERMATHS PLANNING.
	PHONICS	SEE SEPARATE PHONICS PLANNING FOR RISING 4'S.	SEE SEPARATE LITTLE WANDLE PLANNING.