

Physical Development

|             | Objective   | Achieved |
|-------------|---|----------|
| Gross Motor | Can hop on one foot.  |          |
|             | Can skip  |          |
|             | Can balance on one leg.   |          |
|             | Can run and jump.   |          |
|             | Can safely ride a scooter or bike.                                  |          |
| Fine Motor  | Can put their shoes on the correct feet.                            |          |
|             | Can fasten and unfasten their zips or buttons.                      |          |
|             | Can dress and undress themselves independently.                     |          |
|             | Can use scissors correctly.   |          |
|             | Can use one handed tools accurately.                                |          |
|             | Has a secure tripod grip when holding a pencil, pen or paint brush. |          |
|             | Can accurately thread string through holes.                         |          |

Expressive Art and Design

|                  | Objective  | Achieved |
|------------------|--|----------|
| DT               | To be able to use the equipment safely.  |          |
|                  | Can join materials in a range of ways.   |          |
|                  | Can use a range of one handed and two-handed tools effectively.                          |          |
|                  | Can select an appropriate tool to complete a task.                                       |          |
| Art              | To be able to create a representation of an object, person or animal.                    |          |
|                  | To be able to select an appropriate method to create art. E.g. Paint, Chalks.            |          |
|                  | To understand that colour change when mixed.   |          |
|                  | To know about an artist.   |          |
|                  | To be able to express an emotion in their art.   |          |
| Music            | Can tap out a simple rhythm.   |          |
|                  | Can sing a song by heart.  |          |
|                  | Can change the pitch of their voice or instrument.                                       |          |
|                  | Can change the volume of their voice or instrument.                                      |          |
|                  | Can perform a piece as a solo or as part of a group.                                     |          |
|                  | Has tried to play a range of instruments from a range of families. E.g. Percussion, etc. |          |
| Imaginative Play | Can give their opinion on a range of musical style.                                      |          |
|                  | Develop storylines in their pretend play.  |          |
|                  | To take a role when playing. E.g. Police Officer, Nurse, etc.                            |          |
|                  | To use literal, imaginative and representative props in their play.                      |          |

Understanding the World

|   | Objective  | Achieved |
|---|--|----------|
| History                                   | Understand that the past is events that have already happened.   |          |
|   | Can talk about events from their own past.   |          |
|   | Understand the terms old and new   |          |
|   | Can ask questions about the past.  |          |
|   | Can identify some difference between the past and present.   |          |
| Geography                                 | To be able to describe their home.   |          |
|   | To be able to describe the local area around school.   |          |
|   | To be able to point to the UK on a map.  |          |
|   | To begin to use geographical vocabulary such as river, hill, mountain.                                       |          |
|   | To be able to identify some differences between types of environment. E.g. Deserts, Forests, Cities, Oceans. |          |
|   | To investigate and use simple maps and atlases.  |          |
| PSHE                                      | To be able to compare the similarities and differences between other countries and where they live.          |          |
|   | To be able to name the people who help us in school.   |          |
| Science                                   | To be able to recognise the emergency services and understand what they do.                                  |          |
|   | Can name and identify a range of weather types.  |          |
|   | Can name the 4 seasons and some features of each season.   |          |
|   | Can identify some plants and flowers.  |          |
|   | Can explain simply how a plant grows.  |          |
|   | Can explain what a plant needs to grow.  |          |
|   | Can explain how to take care of an animal.   |          |
| Can group animals. E.g. Birds, Fish, etc. |  |          |
| RE  | To ask questions about why and how things happen.  |          |
|   | To be able to recount a simple story told or heard by Jesus.   |          |
|   | To understand that there are a range of religions.   |          |
|   | To have an understanding of a Christian festival. E.g. Easter/Christmas                                      |          |
|   | To be able to talk about another religions or cultures festivals. E.g. Diwali, Chinese New Year, etc.        |          |

Communication and Language

|                        | Objective  | Achieved |
|------------------------|--|----------|
| Speaking and Listening | To be able to listen attentively.                                  |          |
|                        | To ask a why or how question.                                      |          |
|                        | To apply the new vocabulary learnt in class.                       |          |
|                        | To be able to follow a 2-step instruction                          |          |
|                        | To be able speak in full sentences.                                |          |
|                        | To be able to recount a simple story or event.                     |          |
|                        | To be able to describe why something has happened.                 |          |
|                        | To be able to use the tenses correctly.                            |          |
|                        | To use connectives when speaking. E.g. Because, and, but, so, then |          |

Maths

|         | Objective   | Achieved |
|---------|---|----------|
| Number  | To count to 20 forwards and backwards independently.                                  |          |
|         | To recall number bonds to 10.   |          |
|         | To be able to add and subtract 2 groups of up to 10.                                  |          |
|         | To know the double facts for numbers up to 10.  |          |
|         | To be able to say 1 more and 1 less for numbers up to 10.                             |          |
|         | To count objects up to 20 using 1 to 1 correspondence.                                |          |
|         | To match numbers to their digit.  |          |
|         | To form all the digits 0-9 correctly.   |          |
|         | To be able to identify numbers up to 10 in different representations.                 |          |
|         | To subitise to 5.   |          |
| Pattern | To be able to copy an abc repeating pattern.  |          |
|         | To be able to identify the part of a pattern that repeats.                            |          |
|         | To be able to continue an abc repeating pattern.                                      |          |
|         | To be able to create their own ab and abc pattern.                                    |          |
|         | To be able to spot and error in an abc pattern and correct it.                        |          |
| Space   | To understand and comprehend a range of positional language.                          |          |
|         | To be able to use a range of positional language.                                     |          |
|         | To understand ordinal numbers to 5 <sup>th</sup> .                                    |          |
| Shape   | To be able to name 2D shapes  |          |
|         | To be able to describe 2D shapes using the words side and corner.                     |          |
|         | To be able to name 3D shapes.   |          |
|         | To be able to describe 3D shapes using the words vertices, edges and faces.           |          |
|         | To be able to identify 2D shapes in 3D shapes.  |          |
|         | To be able to identify 2D and 3D shapes in everyday objects.                          |          |
| Measure | To be able to compare the mass of items.  |          |
|         | To be able to measure the mass of items.  |          |
|         | To be able compare the length, width and height of items.                             |          |
|         | To be able to measure the length, width and height of items using non-stand measures. |          |
|         | To be able to measure the length, width and height of items using standard measures.  |          |
|         | To be able to compare the volume of items.  |          |
| Time    | To be able measure the volume of items.   |          |
|         | To be able to identify the correct tool to measure volume, mass or length.            |          |
|         | To know all 7 days of the week in the correct order.                                  |          |
|         | To know the 4 seasons and the order they come in.                                     |          |
|         | To know some of the months of the year.   |          |
|         | To know their birthday.   |          |
|         | To use words such as first, then to describe the sequence of events.                  |          |

Personal, Social & Emotional Development

|                       | Objective  | Achieved |
|-----------------------|--|----------|
| Emotions & Friendship | To be able to express their emotions in an appropriate way.      |          |
|                       | To be able to follow the rules of the classroom.                 |          |
|                       | To have a strategy to regulate their emotions.                   |          |
|                       | To be able to identify the emotions of others.                   |          |
|                       | To be able to solve a small conflict independently               |          |
| Health                | Can understand that you can have more than 1 friend              |          |
|                       | To be able wash their hands independently.                       |          |
|                       | To be able to use the toilet independently.                      |          |
|                       | To be able to use a knife, fork and spoon.                       |          |
|                       | To be able to identify some foods that are healthy or unhealthy. |          |
|                       | Can understand which parts of their body are private.            |          |

Literacy

|               | Objective   | Achieved |
|---------------|---|----------|
| Writing       | To be able to write their name independently.                             |          |
|               | To be able to form all 26 letters of the alphabet correctly.              |          |
|               | To use capital letters at the start of a sentence.                        |          |
|               | To use capital letters for names.   |          |
|               | To put a full stop at the end of a sentence.                              |          |
|               | To put spaces between each word when writing.                             |          |
|               | To write a simple sentence independently.                                 |          |
| Phonics       | To be able to apply their phonetic knowledge to write words.              |          |
|               | To be able to read and write all the level 2 sounds.                      |          |
|               | To be able to read and write all the level 3 sounds.                      |          |
|               | To be able to read and write all the level 4 adjacent consonant sounds.   |          |
|               | To be able to explain what a phoneme, grapheme, digraph and trigraph are. |          |
| Comprehension | To be able to read and write all the level 2, 3 & 4 tricky words.         |          |
|               | To make simple predictions.   |          |
|               | To be able to recount a simple story.                                     |          |
|               | To identify rhyme.  |          |
|               | To identify alliteration.   |          |
|               | To be able to recognise and name all the 26 letters of the alphabet.      |          |
|               | To understand the difference between fiction and non-fiction texts.       |          |