



**Year R Progression of Knowledge and Understanding**

| Communication and Language                    | Baseline Checkpoint  | End of Autumn Term Checkpoint   | End of Spring Term Checkpoint  | End of Summer Term Checkpoint   | Early Learning Goals  |
|---|--|---|--|---|---|
| <b>Listening, Attention and Understanding</b> | Knows not to interrupt when listening to a story or instruction.<br>Follows a 2-step instruction consistently.<br>Listens to stories and can recall the main events.<br>Contributes sensible comments to discussions and conversations with prompts. | Knows why it is important to listen carefully.<br>Knows how to show they are listening.<br>Knows the difference between a question and an answer.<br>Listens carefully at story time and can retain what has been heard and recall key points.<br>Responds to a series of instructions and responds to a range of different questions.<br>Contributes relevant comments in discussions, adding to what others may have said previously. | Knows questions require an answer. Knows the words you would use to ask a question – who, why, where, what, how.<br>Knows when to listen and when to respond. Can switch attention from one task to another.<br>Follows complex instructions.<br>Can listen in whole school assemblies and recall some of the themes and comments at a later stage | Knows the difference between a question and a comment.<br>Know that asking a question helps to clarify understanding.<br>Responds to discussion with comments and questions.<br>To use answers to their questions to make links.<br>To be able to express their level of understanding and ask a question to clarify.<br>Understands a range of complex sentence structures including negatives, plurals and tense markers. | 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.<br>Make comments about what they have heard and ask questions to clarify their understanding.<br>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. |
|   | <b>Vocabulary</b> Conversation, retell, instruction, listen  | <b>Vocabulary</b> Question, answer  | <b>Vocabulary</b> Who, where, what, how  | <b>Vocabulary</b> Why, past, present, future, comment, understand   |   |

| Communication and Language | Baseline Checkpoint  | End of Autumn Term Checkpoint   | End of Spring Term Checkpoint   | End of Summer Term Checkpoint   | Early Learning Goals  |
|----------------------------|--|---|---|---|---|
| <b>Speaking</b>            | Engages in conversation with adults and peers.<br>Develops an awareness of plurals and tenses.<br>Can ask questions and answer simple “why” questions. | Knows the meaning of newly introduced vocabulary.<br>Communicates confidently with peers and adults.<br>Uses talk to communicate needs, news, feelings and ideas independently.<br>Uses recently introduced new vocabulary after being reminded of new words. | Knows when it is their turn to speak in a conversation.<br>Enjoys being part of conversations and discussions and uses recently introduced new vocabulary in context.<br>Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.<br>Use connectives when connecting ideas or actions. (and, so, but, because)<br>Beginning to use a range of tenses. | Knows when to use past and present tense when speaking.<br>Questions why things happen and gives explanations e.g., Asks who, what, when how.<br>Uses a range of tenses | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary independently.<br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br>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. |
|                            | <b>Vocabulary</b> Why, conversation, make sense  | <b>Vocabulary</b> Talk, communicate   | <b>Vocabulary</b> And, so, but, because, take turns   | <b>Vocabulary</b> Why, past, present, future  |   |

| Communication and Language | Baseline Checkpoint  | End of Autumn Term Checkpoint   | End of Spring Term Checkpoint   | End of Summer Term Checkpoint   | Early Learning Goals   |
|----------------------------|--|---|---|---|--|
| <b>Self-regulation</b>     | Knows the feelings happy and sad, angry or worried. Can focus attention in a larger group situation. Can talk about feelings in simple terms, e.g. happy and sad, angry or worried, and give reasons if upset. | Knows a wider range of feelings: scared, excited. Can identify a wider range of feelings in themselves. Sees themselves as a valuable individual. Can become engrossed in an activity and finds it difficult to switch attention to another task. Can focus attention in a whole class group for a teaching session, e.g. phonics. Is willing to keep trying if something is difficult. | Can identify a wider range of feelings in others: happy, sad, scared, excited, angry, worried, nervous, joyful. Can label and talk about own and others' emotions. Responds well to more complex instructions in smaller groups but can need visual reminders in larger groups. Completes set challenges/tasks independently. Can talk about ways that skills can be improved and to demonstrate pride in achievements. | Know their behaviour affects others. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. | Shows 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 show an ability to follow instructions involving several ideas or actions. |
|                            | <b>Vocabulary</b> Angry, worried, feelings   | <b>Vocabulary</b> Scared, excited, keep on trying, persevere, focus   | <b>Vocabulary</b> Nervous, joyful, get better, improve  | <b>Vocabulary</b> Behaviour, action, sharing, holding back, your turn compromise, patience, take  |  |

| Communication and Language | Baseline Checkpoint   | End of Autumn Term Checkpoint   | End of Spring Term Checkpoint  | End of Summer Term Checkpoint  | Early Learning Goals  |
|----------------------------|---|---|--|--|---|
| <b>Managing Self</b>       | Confident to access the environment with minimal support and follows the rules as part of the new routine. Reliably toilet trained and just needs some reminders to wash hands and needs help with fastenings | Knows to wash hands after going to the toilet and before eating. Knows class and school rules. Washes hands without reminders after going to the toilet. Follows class rules. Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. Perseveres with fastenings on coats and follows instructions to dress and undress for various activities | Knows which foods are healthy. Knows that exercise makes the heartbeat faster. Knows why games have rules. Knows the difference between right and wrong. More confident to tackle new challenges and with encouragement will keep going. Follows school and class rules and can talk about their importance. Has a clear idea about what they want to do in their play and how they want to go about it. | Knows that eating well, exercise and looking after your teeth contribute to good health. Knows and understands the reason for rules. Can describe their competencies, what they can do well and are getting better at and describing themselves in positive but realistic terms. Shows confidence in choosing resources and perseverance in carrying out a chosen activity | 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 and going to the toilet |
|                            | <b>Vocabulary</b> Wash hands, toilet, classroom, adult  | <b>Vocabulary</b> Rules, dress, undress, instruction  | <b>Vocabulary</b> Healthy, unhealthy, exercise, challenge  | <b>Vocabulary</b> Good at, work on, confidence, perseverance   |   |

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|-------------------------------|---|---|---|---|--|
| <b>Building Relationships</b> | Can play with other children as part of a game or activity, without adult support.<br>Can take turns and share sometimes with adult support.<br>Makes new friends in the class and talks to adults to share news or as part of an activity. | Is aware of the needs of others but can find it hard to let others take the lead.<br>Interacts with a variety of children and is building good relationships with adults and other children.<br>Can identify when another child is upset and respond appropriately. | Know some strategies to resolve conflict.<br>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.<br>Uses words to solve conflicts.<br>Takes turns in group activities.<br>Identifies how others feel and responds appropriately.<br>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.<br>Begin to take steps to resolve conflict with support | To know how to resolve conflict interpedently.<br>Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours.<br>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise sometimes by themselves and sometimes with support. | Work and play cooperatively and take turns with others.<br>Form positive attachments to adults and friendships with peers.<br>Show sensitivity to their own and others’ needs. |
|                               | <b>Vocabulary</b> Play, game, friend  | <b>Vocabulary</b> Appropriate, help, look after, relationship   | <b>Vocabulary</b> Sharing, taking turns, feelings   | <b>Vocabulary</b> Compromise, resolve conflict  |  |

| Physical Development     | Baseline Checkpoint  | End of Autumn Term Checkpoint  | End of Spring Term Checkpoint   | End of Summer Term Checkpoint  | Early Learning Goals  |
|--------------------------|--|--|---|--|---|
| <b>Fine Motor Skills</b> | Can use scissors to make snips and cut lines, holding scissors in dominant hand.<br>Can copy some recognisable letter shapes.<br>Begin to hold a pencil with a modified tripod grip to show control.<br>Shows a preference for a dominant hand.<br>Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs). | Knows that holding a pencil correctly will make the physical process of writing easier.<br>Attempts to use a tripod grip with some consistency.<br>Often chooses to draw, representing recognisable objects or shapes in work.<br>Use scissors to cut along curved lines, holding scissors in the correct position.<br>Can mould and shape clay with fingers and tools.<br>Begin to use cutlery independently. | Know the correct posture for writing.<br>Sits at a table to write.<br>Holds a pencil in a tripod grip.<br>Uses scissors to cut around more complex shapes, e.g., split pin characters.<br>Use paintbrushes carefully to achieve a particular result and in different ways e.g., dab, brush stroke | Know how to use a range of tools to achieve a planned result.<br>Uses simple tools to effect changes to materials including cutlery, paintbrushes and pencils independently. | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br>Use a range of small tools, including scissors, paint brushes and cutlery.<br>Begin to show accuracy and care when drawing. |
|                          | <b>Vocabulary</b> Scissors, cut, snip, open, close, finger, thumb  | <b>Vocabulary</b> Tripod grip, curved, straight, line, shape   | <b>Vocabulary</b> Circle, square, rectangle   | <b>Vocabulary</b> Accurate, control  |   |

| Physical Development      | Baseline Checkpoint   | End of Autumn Term Checkpoint   | End of Spring Term Checkpoint   | End of Summer Term Checkpoint   | Early Learning Goals   |
|---------------------------|---|---|---|---|--|
| <b>Gross Motor Skills</b> | <p>Knows a range of ways to move, walk, run and jump</p> <p>Uses a range of ways to move appropriately: walk, run, jump.</p> <p>Has good coordination and balance when negotiating equipment and other people.</p> <p>Can tackle parts of the climbing frame, e.g., low climbing wall, steps, ladder.</p> <p>Uses trikes and scooters confidently.</p> <p>Uses brooms to brush and spades to dig in sand and soil</p> | <p>Knows why they need to move around a large space safely.</p> <p>Knows how to navigate space safely both inside and outside.</p> <p>Knows a wider range of ways to move and control body: hop, slide, balance.</p> <p>Uses a range of ways to move appropriately: hop, slide, balance.</p> <p>Can climb over, under and through obstacles, e.g., climbing frame and large construction obstacle courses.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Can use a pedal bike (with or without stabilisers).</p> <p>Uses large construction to build.</p> | <p>Knows that their hands and feet can be used to control a ball.</p> <p>Knows a wider range of ways to move and control body: stretch, curl, roll</p> <p>Knows why they should jump safely from a piece of equipment.</p> <p>Can throw, kick, pass and catch a large ball.</p> <p>Uses a range of ways to move and control the body: stretch, curl, roll.</p> <p>Able to balance on and off equipment.</p> <p>Can jump safely from a piece of equipment.</p> | <p>To know a range of ways to move a ball.</p> <p>To know the body can be moved in a range of ways.</p> <p>Further develop and refine a range of ball skills including: - throwing, passing, batting and aiming.</p> <p>Shows increasing control over an object.</p> <p>Uses a wider range of ways to move the body including: - skipping, shuffling, sliding.</p> <p>Begins to negotiate space effectively adjusting speed or changing direction to avoid obstacles.</p> | <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> |
|                           | <p><b>Vocabulary</b> Move, stop, walk, run, jump, safe, brush, dig, lift, travel</p>  | <p><b>Vocabulary</b> Control, hop, slide, over, under, through, space, balance, hang</p>  | <p><b>Vocabulary</b> Skill, stretch, curl, roll, throw, pass, kick, catch, land</p>   | <p><b>Vocabulary</b> Negotiate, strength, muscles, co-ordination, slide energetic, skip, beat, temp, rhythm, speed, skip, shuffle,</p>  |  |

| Literacy             | Baseline Checkpoint   | End of Autumn Term Checkpoint  | End of Spring Term Checkpoint  | End of Summer Term Checkpoint   | Early Learning Goals  |
|----------------------|---|--|--|---|---|
| <b>Comprehension</b> | <p>Understands the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> <p>Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g., talking through a familiar book. Joins in with rhymes, songs and poems.</p> | <p>Knows that information can be retrieved from books.</p> <p>Has a love of stories and listens attentively to story time.</p> <p>Enjoys talking to others about favourite stories.</p> <p>Can talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p> | <p>Knows that a non-fiction book contains facts and information.</p> <p>Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.</p> <p>Identifies non-fiction texts and poems.</p> | <p>Can retrieve some information from a text independently.</p> <p>Engages with books and other reading materials at an increasingly deeper level sometimes drawing on their phonic knowledge to decode words and their knowledge of language structure, subject knowledge and illustration to interpret the text.</p> <p>Interpret a simple fact from a non-fiction text</p> | <p>Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay</p> |
|                      | <p><b>Vocabulary</b> Story, book, listen, rhyme, page, front cover, title,</p>  | <p><b>Vocabulary</b> Beginning, middle, end, predict, who, what, when, where, why</p>  | <p><b>Vocabulary</b> Fiction, non-fiction, fact, information, poem</p>   | <p><b>Vocabulary</b> Retell, character, setting</p>   |   |

| Literacy            | Baseline Checkpoint  | End of Autumn Term Checkpoint   | End of Spring Term Checkpoint   | End of Summer Term Checkpoint   | Early Learning Goals   |
|---------------------|--|---|---|---|--|
| <b>Word Reading</b> | Knows that some words rhyme. Knows and recognises their own name. Can discriminate between sounds. Can keep a simple rhythm and match rhyming words. Can say the initial sound in a word. Can orally blend some simple CVC words consistently. | Knows their phase 2 GPCs. Knows that letters form a word. Can match graphemes and phonemes of sounds we have learnt so far. Can blend and read Phase 2 CVC words. Can read Phase 2 captions. Begin to read Phase 2 HRS words. | Knows their phase 3 GPCs. Reads books with a range of Phase 2 and 3 CVC words and HRS words. Shows a good understanding of what has been read. Reads all Phase 2 and 3 HRS words. Says the sound for each Phase 2 and 3 graphemes | Knows their phase 4 and 5 GPCs. Knows that a series of words forms a sentence. Read a simple caption independently. | Says a sound for each letter in the alphabet and digraphs/trigraphs learnt. Reads words consistent with their phonic knowledge by sound-blending. Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
|                     | <b>Vocabulary</b> Name, phonics, sound, rhyme  | <b>Vocabulary</b> Phoneme, grapheme, single sound, digraph, trigraph, word, blend, harder to read and spell words   | <b>Vocabulary</b> Segment, vowel, consonant, understand, describe   | <b>Vocabulary</b> Sentence, explain, caption  |  |

| Literacy       | Baseline Checkpoint   | End of Autumn Term Checkpoint   | End of Spring Term Checkpoint  | End of Summer Term Checkpoint   | Early Learning Goals  |
|----------------|---|---|--|---|---|
| <b>Writing</b> | Knows that writing is a way to communicate what we would like to say. Knows that there are sounds in the words that we say. Can say the initial sound in a word. Writes some of, or their whole name. Writes some letters accurately. | Knows their names begins with a capital letter and that this is different to the other letters in their name. Knows the difference between some upper- and lower-case letters. Can segment Phase 2 CVC words. Can match Phase 2 graphemes and phonemes including capital letters. Begins to write CVC words. Is starting to write simple captions. Says a simple sentence for writing (oral and count words). Writes some lower-case letters correctly. | Knows the difference between upper case letters and lower-case letters. Knows that words in a sentence are separated by a finger space. Writes some upper-case letters correctly. Writes most lower-case letters correctly using a tripod grip. Says the sound for each Phase 2 and 3 graphemes. Writes CVC words and labels using Phase 2 and 3 phonemes. Spells some HRS words. Writes captions. Is starting to write short sentences. Starting to use finger spaces between words, sometimes with prompts. Reads sentences back to an adult | Knows that a sentence starts with a capital letter and ends with a full stop. Begins to use capital letters, finger spaces and full stops. Enjoy creating texts to communicate meaning for an increasingly wide range of purposes such as making greeting cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words in print and digital formats | Writes recognisable letters, most of which are correctly formed. Spells words by identifying sounds in them and representing the sounds with a letter or letters. Writes simple phrases and sentences that can be read by others. |
|                | <b>Vocabulary</b> Phonics, sound, word, letter  | <b>Vocabulary</b> Capital letter, upper case, lower case  | <b>Vocabulary</b> Full stop, finger space, label, caption, sentence  | <b>Vocabulary</b> Full sentence, independent, edit, check, genre  |   |

| Maths         | Baseline Checkpoint   | End of Autumn Term Checkpoint  | End of Spring Term Checkpoint   | End of Summer Term Checkpoint  | Early Learning Goals  |
|---------------|---|--|---|--|---|
| <b>Number</b> | Has a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged.<br>Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').<br>Rote counts to 10.<br>Can subitise to 3.<br>Reads numerals to 5 and matches to an amount. | Knows the numerals represent numbers.<br>To know how to represent amounts to 5 on a 5 frame.<br>Can subitise to 5.<br>Can recognise numbers to 5.<br>Can show an amount to 5 on their fingers<br>To begin to talk about the different ways that amounts to 5 can be made.<br>To represent an amount writing the correct numeral to 5.<br>Can count 1:1 up to 5 accurately<br>I know the last number in the count represents how many there are | Knows how to represent amounts to 10 on a 10 frame.<br>Can confidently talk about the different ways that numbers to 5 can be made and is beginning to apply this knowledge to 10.<br>Developing a sense of numbers beyond 5.<br>Can show the composition of numbers to 5 using the part part whole model Links subtraction facts to composition of numbers to 5. | Knows how to represent amounts to 10 on a ten frame<br>Knows some double facts to 10<br>Begins to explore and work out mathematical problems using strategies of their own choice including standard numerals, tallies and + -.<br>Begins to conceptually subitise larger numbers by subitising smaller groups within the number for example sees 6 raisins on a plate as 3 and 3. | Have a deep understanding of number to 10 including the composition of each number to 10.<br>Subitise (recognise quantities without counting) to 5.<br>Automatically recall (without reference to rhymes or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 (including double facts). |
|               | <b>Vocabulary</b> Subitise, count, 1 to 1, same, equal  | <b>Vocabulary</b> Five frame, amount, represent, numeral   | <b>Vocabulary</b> Double facts, part part whole, ten frame, add, take away, subtraction, equal.   | <b>Vocabulary</b> Problem, challenge, tally, solve, group  |   |

| Maths                     | Baseline Checkpoint   | End of Autumn Term Checkpoint   | End of Spring Term Checkpoint   | End of Summer Term Checkpoint  | Early Learning Goals   |
|---------------------------|---|---|---|--|--|
| <b>Numerical patterns</b> | Knows and understands the language of more when comparing amounts.<br>Can match objects that are the same and say why they match.<br>Can say what is the same/different about objects in a group.<br>Uses the language of more when comparing amounts.<br>Orders numbers to 5 | Knows some criteria for grouping objects e.g., colour and size.<br>Knows, understands and uses the language of less and the same.<br>Can compare amounts to 5.<br>Can identify when a group of objects has the same, less than or more than.<br>Able to rote count and touch count accurately to 10 using one to one correspondence | Knows numbers to 10 and can put them in order.<br>Can count beyond 10.<br>Beginning to recognise the pattern of the counting system to count beyond 10.<br>Begin to recognise patterns within numbers.<br>Begin to partition numbers up to 5 in different ways. | Knows that numbers are either odd or even.<br>Understands and explores the difference between odd and even numbers.<br>Knows that numbers are made of smaller numbers (to 10)<br>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways.<br>Can share quantities equally | Verbally count beyond 20, recognising the pattern of the counting system.<br>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.<br>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
|                           | <b>Vocabulary</b> Same, different, more than, order, sequence   | <b>Vocabulary</b> Match, compare, less than, fewer  | <b>Vocabulary</b> Sequence, order, partition  | <b>Vocabulary</b> Odd, even, sharing, equal groups   |  |

| Maths                           | Baseline Checkpoint   | End of Autumn Term Checkpoint  | End of Spring Term Checkpoint  | End of Summer Term Checkpoint   | Early Learning Goals |
|---------------------------------|---|--|--|---|----------------------|
| <b>Space, Shape and Measure</b> | Knows, understands and uses everyday language to talk about and compare shape and size. Can identify and continue a simple repeating pattern. | Knows some 2D shape names: circle, square, triangle, rectangle<br>Understands and follows positional language.<br>Recognises a repeated pattern and is beginning to create own patterns and arrangements | Knows some 3D shape names: sphere, cube, cuboid, cone, pyramid.<br>Uses mathematical language to compare and talk about shape and size.<br>Can create a repeated pattern with colour and shape | Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.<br>Can identify a 2D shape within a 3D shape |                      |
|                                 | <b>Vocabulary</b> Pattern, small, curved, straight line, corner   | <b>Vocabulary</b> Between, repeating pattern, bigger, biggest, small, smaller, smallest, tall, taller tallest, circle, square, triangle, rectangle   | <b>Vocabulary</b> Long, longer, longest, wide, wider, widest, cube, cuboid, pyramid, cylinder, sphere, cone  | <b>Vocabulary</b> Heavy, heavier, heaviest, light, lighter, lightest.   |                      |

| Understanding The World  | Baseline Checkpoint  | End of Autumn Term Checkpoint   | End of Spring Term Checkpoint   | End of Summer Term Checkpoint  | Early Learning Goals  |
|--|--|---|---|--|---|
| <b>Throughout the year: building up knowledge of key historical events through topics, stories and community events.</b> | Has an awareness of how they have grown over time.<br>Can talk about their family in detail and the relationships within the family. | Knows that things were different in the past.<br>Know about key historical events through topics, stories and community events: Guy Fawkes; Remembrance Sunday and talk about them<br>Understands the difference between past and present.<br>Talks about historical characters and key figures from the past | Know some similarities and differences between the past and now.<br>Knows their own life story and the difference between self now and as a baby.<br>Can talk about the differences between now and the past. | Know about the lives of the people around them and their role in the community, e.g., Vicar, postman, Doctor<br>Name and describe people from their community and talk about their roles<br>Link own experiences of people in the community to historical figures, or book characters. | Talk about the lives of the people around them and their roles in society.<br>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.<br>Understands the past through settings, characters and events encountered in books read in class and storytelling |
|  | <b>Vocabulary</b> Baby, child, adult, grow/ing.  | <b>Vocabulary</b> History, Guy Fawkes, Remembrance Day, character/s   | <b>Vocabulary</b> Past, present, difference/s.  | <b>Vocabulary</b> Role, community  |   |

| Understanding The World                       | Baseline Checkpoint  | End of Autumn Term Checkpoint  | End of Spring Term Checkpoint   | End of Summer Term Checkpoint  | Early Learning Goals   |
|---|--|--|---|--|--|
| <p><b>People, Culture and Communities</b></p> | <p>Knows the relationships within their own family.<br/>Can talk about their family in detail and identify relationships within the family.<br/>Talks about the world around and the people and places that are familiar</p> | <p>Knows the differences between school and home.<br/>Knows that there are many countries around the world.<br/>Knows that people in other countries may speak different languages.<br/>Knows about some celebrations from different cultures and religions: Harvest, Diwali, Christmas.<br/>Knows the story of Christmas.<br/>Can talk about how Harvest, Diwali and Christmas are celebrated.<br/>Listens carefully to stories about different places and is beginning to recognise that life can be different in different countries.</p> | <p>Knows the name of the place they live - town/village.<br/>Knows some features of their local area and that these can be identified on a map.<br/>Knows about some celebrations from different cultures and religions: Eid and Easter.<br/>Knows the story of Easter.<br/>Knows that people around the world have different religions.<br/>Know about people who help us within the local community.<br/>Know that maps are used as a tool when travelling from one location to another.<br/>Look at and make maps of the local area.<br/>Describes a journey within the local area.<br/>Make observations and drawings of features in their local environment.</p> | <p>Knows the name of the place they live: road name, country.<br/>Knows that globes and maps represent places and countries.<br/>Has a wider understanding of the world through stories and non-fiction texts<br/>Draws comparisons between their own local area and other places.</p> | <p>Describes their immediate environment using knowledge from observations, discussions, stories, nonfiction texts and maps.<br/>Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.<br/>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.</p> |
|   | <p><b>Vocabulary</b> Family names, home</p>  | <p><b>Vocabulary</b> Language, celebration, festival, religions</p>  | <p><b>Vocabulary</b> Local, community, journey, map, travel, town, features of own area, village</p>  | <p><b>Vocabulary</b> Address, own address, globe, world, compare, county</p>   |  |



| Understanding The World         | Baseline Checkpoint  | End of Autumn Term Checkpoint  | End of Spring Term Checkpoint   | End of Summer Term Checkpoint   | Early Learning Goals  |
|---------------------------------|--|--|---|---|---|
| <p><b>The Natural World</b></p> | <p>Knows that the weather changes. Knows the difference between hot and cold weather. Knows the features of their immediate environment. Explores the natural environment and talks about the differences and the changes they notice, using a wide vocabulary. Recognises change and can describe what is happening</p> | <p>Knows the season autumn. Knows the features of some plants and animals. Describes some features of plants and animals and identifies when things are the same and different. Notices, observes and talks about seasonal changes</p> | <p>Knows the seasons winter and spring. Knows the five senses. Knows that equipment like binoculars and magnifying glasses enable them to study the natural world more closely. Has a good general knowledge about living things and the natural world. Observes and interacts with natural processes such as ice melting. Draw on experiences and non-fiction books to talk about contrasting environments. Uses their senses to answer how and why questions about simple phenomena such as changes in the weather.</p> | <p>Knows the season summer. Knows the four seasons and the differences between them. Knows the basic features of a plant. Knows that living things grow and change over time, including important processes such as life cycles. Knows that they have a responsibility to care for living things and the environment. Knows the names of common animals and plants. Knows the names of basic body parts. Can describe features of different plants and animals recognising when they are the same and different. Can talk about what they see and draw pictures of the natural world from close observation</p> | <p>Explores 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</p> |
|                                 | <p><b>Vocabulary</b> Weather, change, hot, cold, wet, sunny, tree, flower, inside, outside</p>   | <p><b>Vocabulary</b> Season, autumn, plant, leaves, hibernation, warm, chilly, same, different, change</p>   | <p><b>Vocabulary</b> Winter, freeze, frosty, frozen, ice, similar, compare, spring, new life, senses, touch, taste, sight, smell, hear, environment, how, why</p>   | <p><b>Vocabulary</b> Summer, difference, plant, stem, leaf, root, flower, selection of pets, farm and wild animals, minibests and plants found in their environment</p>   |   |

| Expressive Arts and Design     | Baseline Checkpoint   | End of Autumn Term Checkpoint  | End of Spring Term Checkpoint   | End of Summer Term Checkpoint  | Early Learning Goals  |
|--------------------------------|---|--|---|--|---|
| <b>Creating with Materials</b> | <p>Knows that different materials can be joined together.</p> <p>Know how to create enclosed shapes and continuous lines Uses a range of different techniques and variety of materials, e.g., paint, collage.</p> <p>Can cut continuously with scissors to make lines or snips.</p> <p>Uses a paintbrush to form lines and circles.</p> <p>Uses drawing materials to create pictures with a range of lines and shapes</p> | <p>Knows that tools can be used for joining and assembling.</p> <p>Knows how to draw in more detail and use these drawings to represent simple objects</p> <p>Makes some independent choices about the resources needed and uses imagination to talk about creations.</p> <p>Uses different textures in creations and will combine media.</p> <p>Cuts along curved lines with scissors and uses moulding tools with malleable materials.</p> <p>Uses a range of shapes and colours to represent observational drawings.</p> <p>Can use different techniques for joining materials including sticky tape and different kinds of glue.</p> <p>Uses language to read and create images - 'visual literacy'.</p> | <p>Knows a range of tools and resources to assemble and join.</p> <p>Knows how to use their imagination to create more complex drawings and models.</p> <p>Knows that when colours are mixed you can make new colours and shades.</p> <p>Knows what an artist is.</p> <p>Mixes colours to produce different shades to match the colours they see and want to represent.</p> <p>Can combine materials to create different textures.</p> <p>Is beginning to plan a design before starting.</p> <p>Uses a range of tools and equipment including 3D material</p> | <p>Knows the most appropriate tool or technique to complete the task.</p> <p>Knows how to refine and improve their creations through experimentation with diverse materials.</p> <p>Knows that there are a variety of tools which can be used to draw and paint.</p> <p>Knows basic hygiene for food preparation</p> <p>To prepare food, e.g., own snack</p> <p>Uses most appropriate techniques and materials to achieve the desired effect and can talk about what has been created.</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the processes they have used.</p> |
|                                | <b>Vocabulary</b> Line, shape, draw, pattern, colour, build,  | <b>Vocabulary</b> Join, materials, mould, detail, technique  | <b>Vocabulary</b> Primary colours, mix, assemble, artist, design, model   | <b>Vocabulary</b> Texture, compare, improve, change, hygiene, wash hands   |   |

| Expressive Arts and Design              | Baseline Checkpoint  | End of Autumn Term Checkpoint   | End of Spring Term Checkpoint   | End of Summer Term Checkpoint  | Early Learning Goals  |
|---|--|---|---|--|---|
| <b>Being Imaginative and Expressive</b> | <p>Knows some familiar nursery rhymes.</p> <p>Knows how to engage in more complex pretend play, using an object to represent something else even though they are not similar.</p> <p>Experiments with a range of percussion instruments.</p> <p>Joins in with singing in a familiar group.</p> <p>Accesses role play and small world resources, sometimes playing with others to develop storylines.</p> | <p>Knows songs that we sing at celebrations, e.g., Harvest and Christmas.</p> <p>Knows how to develop complex stories using small world equipment.</p> <p>Plays alongside others to develop storylines in role play or small world.</p> <p>Sings familiar songs.</p> <p>Moves in response to music.</p> | <p>Knows the names of common musical instruments and how to play them.</p> <p>Plays a range of percussion instruments.</p> <p>Uses instruments to compose own music.</p> <p>Along with others, collects resources to develop own role play storylines</p> | <p>Knows some famous pieces of music and that they were written by a composer or musician.</p> <p>Plays co-operatively as part of a group to create, develop and act out an imaginary idea.</p> <p>Explore and engage in poetry, music making and dance, performing solo or in groups.</p> | <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p> |
|   | <b>Vocabulary</b> Rhyme, instrument, story, song   | <b>Vocabulary</b> Pretend, movement, loud, quiet, fast, slow, high, low   | <b>Vocabulary</b> Percussion, compose, beat, rhythm   | <b>Vocabulary</b> Composer, perform, routine, create, imagine, solo, musician,   |   |

| Computing | Baseline Checkpoint   | End of Autumn Term Checkpoint   | End of Spring Term Checkpoint   | End of Summer Term Checkpoint   | Early Learning Goals |
|-----------|---|---|---|---|----------------------|
|           | <p>To know that you push a button on a device and it will respond.</p> <p>Turns a device on and off.</p> <p>Uses buttons to make things respond</p> | <p>To know the range of technology used in homes and schools.</p> <p>Uses everyday technology for a purpose i.e., to cross a road</p> | <p>To know what the internet is and when they are on the internet and when they are not (e-safety link)</p> <p>Uses the internet to play games and find simple information.</p> | <p>To know the basic parts of a computer.</p> <p>To know the basic parts of a keyboard.</p> <p>Uses a computer to write simple words.</p> |                      |
|           | <p><b>Vocabulary</b> On, off, button,</p>   | <p><b>Vocabulary</b> Start, stop, backwards, forwards, instruction, command, equipment, camera, remote, technology</p>                | <p><b>Vocabulary</b> Internet, website, open, close, information, online, e-safety,</p>   | <p><b>Vocabulary</b> Computer, laptop, mouse, screen, keyboard, space bar, numbers, letters, keys, type, software</p>                     |                      |