

Fox Wood School



Curriculum Progression

Maths

Step	Number	Shape & Measurement	Statistics & Probability
ES1	<p>To encounter activities and experiences.</p> <p>To show simple reflex responses.</p> <p>To accept adult physical prompting during an activity</p>		
ES2	<p>To show emerging awareness of activities and experiences.</p> <p>To begin to attend to people, events or objects.</p> <p>To begin to respond to people , events or objects.</p>		
ES3	<p>To react to new activities and experiences.</p> <p>To show interest in people, events or objects.</p> <p>To begin to respond consistently to people, events or objects.</p> <p>To accept and engage in coactive exploration.</p>		
ES4	<p>To begin to be proactive in their interactions, showing a consistent, intentional response.</p> <p>To begin to remember learned responses over short periods of time.</p> <p>To communicate consistent preferences.</p> <p>To recognise familiar people, events and objects.</p> <p>To perform actions, by trial and improvement.</p> <p>To cooperate with shared exploration and supported participation.</p>		
ES5	<p>To begin to communicate intentionally.</p> <p>To explore objects and items in more complex ways.</p> <p>To remember learned responses over more extended periods.</p> <p>To observe the results of their own actions with interest.</p> <p>To begin to develop an awareness of object permanence.</p> <p>To begin to respond to options and choices.</p> <p>To gain an adult's attention through intentional actions or activities.</p> <p>To engage with items for extended periods of time.</p> <p>To continue to develop an awareness of object permanence.</p> <p>To remember learned responses and may anticipate known events.</p>		
ES6	<p>To begin to develop 1:1 correspondence skill.</p> <p>To begin to develop early problem-solving skills.</p>	<p>To be able to demonstrate the beginnings of object permanence by searching for objects which have gone out of sight, hearing or touch.</p> <p>To be able to match big and small objects</p>	

	<p>To demonstrate an awareness of cause and effect.</p> <p>To consistently demonstrate an awareness of object permanence.</p> <p>To follow simple sequences in different situations.</p> <p>To begin to create their own simple sequences through preferred method (sound, light, symbols, action).</p> <p>To develop an awareness of how similar objects can fit together/connect.</p> <p>To develop an awareness of difference and change.</p> <p>To show an awareness of number activities.</p> <p>To show an awareness of counting.</p> <p>To follow sequences of pictures or numbers.</p>	<p>To be able to show an interest in position of objects.</p> <p>To be able to show an interest in relationship between objects.</p> <p>To demonstrate an awareness of cause and effect.</p> <p>To consistently demonstrate an awareness of object permanence.</p> <p>To follow simple sequences in different situations.</p> <p>To begin to create their own simple sequences through preferred method (sound, light, symbols, action).</p> <p>To develop an awareness of how similar objects can fit together/connect.</p>	
PS1	<p>To locate resources for preferred/ familiar activities from a familiar place.</p> <p>To develop visual discrimination and visual awareness skills.</p> <p>To develop early matching and sorting skills.</p> <p>To continue to develop early problem solving skills.</p> <p>To show some understanding of the sequence of numbers.</p> <p>To be able to indicate one (or two)</p> <p>To show awareness of contrasting quantities</p>	<p>To be aware of usual location of familiar objects.</p> <p>To be able to find 'big' or 'small' from choice of two.</p> <p>To be able to compare sizes where there is a marked difference.</p> <p>To be able to explore the position of objects</p> <p>To locate resources for preferred/ familiar activities from a familiar place.</p> <p>To develop visual discrimination and visual awareness skills.</p> <p>To develop early matching and sorting skills.</p>	<p>To be able to find an object with one specific characteristic, e.g. an object that is: green, hard, little, etc.</p> <p>To be able to groups similar objects into simple sets with support, e.g. cars, animals, etc.</p> <p>To begin to identify a property to classify objects by, e.g. different coins are all money, etc.</p> <p>To be able to sort objects with obvious distinctions.</p>
PS2	<p>To consistently demonstrate an awareness of object permanence in a range of situations and settings.</p> <p>To copy a 2 step alternating pattern.</p> <p>To develop a solid understanding in number wholeness up to and including, 3.</p> <p>To reliably count out up to (and including) 3 items from an open count.</p>	<p>To be able to search for objects not found in their usual place.</p> <p>To be able to sort two sets of objects where the difference is not great.</p> <p>To be able to respond on request to place objects, 'in', 'on', 'under' and 'inside' in practical situations.</p>	<p>To be able to communicate what they can see in a pictogram.</p> <p>To be able to sort a range of everyday objects correctly, e.g. knives, forks and spoons in the correct compartment in a drawer</p> <p>To make marks on a tally with support</p>

	<p>To assign one number name to one item (1:1 correspondence) during counting activities.</p> <p>To begin to develop an understanding of the terms 'more' and 'less' in practical situations.</p> <p>To be able to rote count to five</p> <p>To recognise the numerals 1, 2 and 3</p> <p>To demonstrate an understanding of one-to-one correspondence.</p> <p>To count reliably to three</p> <p>To demonstrate an understanding of the concept of more</p>	<p>To be able to manipulate three dimensional shapes.</p> <p>To independently sort items according to a single, given criterion (colour or shape).</p>	
PS3	<p>To respond to mathematically based vocabulary and questions.</p> <p>To independently complete a sorting activity – sorting at least 3 items.</p> <p>To identify the 'different' item from a selection of similar items (eg. Recognise 1 blue shoe in a collection where all the others are black).</p> <p>To communicate why this is different through their preferred method of communication.</p> <p>To record a count by using simple marks.</p> <p>To reliably count out up to (and including) 3 items from an open count.</p> <p>To continue an alternating (2 step) pattern.</p> <p>To describe this through pupils' preferred method of communication.</p> <p>To assign one number name to one item (1:1 correspondence), up to and beyond 10, during counting activities.</p> <p>To begin to use the ordinal language of 'first' and 'last'.</p> <p>To reliably count out up to (and including) 9 items from an open count.</p> <p>To be able to rote count to 10</p> <p>To be able to count at least 5 objects reliably</p> <p>To recognise the numerals to 5.</p>	<p>To be able to actively move forwards and backwards (or to be able to indicate the direction in which he/she is being moved)</p> <p>To be able to pick out shapes with common features from a collection of regular shapes, (e.g. all round shapes, shapes with corners, shapes with flat surfaces in this instance it is not useful to use size as a feature)</p> <p>To be able to indicate 'heavy' and 'light', when comparing two objects where there is a marked difference.</p> <p>To understand that although an object is smaller it can still be 'heavy'.</p> <p>To be able to use the terms 'more', 'less', 'enough', 'not enough' to compare two objects or quantities in practical situations.</p> <p>To explore characteristics of everyday objects and shapes.</p> <p>To recognise, create and describe patterns talking about the simple shapes they have used.</p> <p>To be able to use everyday language to talk about position.</p>	<p>To be able to represent their finding in a simple chart e.g. puts pictures of trees in one pile and pictures of flowers in another.</p> <p>To be able to records data through pictures, e.g. weather information using pictures of the sun and rain.</p> <p>To be able to complete a tally chart with minimal support</p>

	<p>To understand that the numeral always represents the quantity.</p> <p>To show an understanding of the concept of 'less'.</p> <p>To be able to 'add one' in practical situations.</p>		
PS4	<p>To be able to rote count beyond ten.</p> <p>To be able to count on from any given small number.</p> <p>To recognise difference in quantity (more/less)</p> <p>To recognise numerals to 9; recognising the numeral represents the quantity.</p> <p>To be able to add/ take away one in practical situations.</p> <p>To be able to ordinal numbers (1st, 2nd, 3rd) to describe position of objects, people or events.</p> <p>To be able to estimate a small number (to 10) and check by counting.</p> <p>To be able to count forwards to 100</p> <p>To be able to count backwards from 20</p> <p>To be able to know the next number for any number up to 12 e.g., eight,</p> <p>To match one-to-one in counting</p> <p>To be able to match numbers to fingers e.g., hold up 7 fingers</p> <p>To subitise numbers up to and including 6 e.g., do children recognise arrays, 6 dots on a dice without counting?</p> <p>To begin to compare numbers e.g, know that 6 is bigger than 4</p> <p>Know the story of 6 (3+3, 2+4 1+5, 6+0), and the stories of 5-0</p>	<p>To be able to compare two objects directly side by side and indicate which is 'longer' or 'taller'.</p> <p>To be able to recognise the structure of their day through ordering significant events</p> <p>To begin to understand and use the names of the days of the week in practical contexts</p> <p>To be able to respond to mathematical vocabulary, such as 'straight', 'circle', 'larger', to describe the shape and size of shapes.</p> <p>To be able to identify specific shapes from pictures, simple models or patterns.</p> <p>To compare the size of things using mathematical language e.g., Tom is taller than me</p> <p>To recognise and name common 2D shapes.</p> <p>To recognise and name common 3D shapes.</p> <p>To be able to describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p>To be able to total objects from different categories.</p> <p>To be able to populate a simple pre-drawn chart.</p> <p>To be able to extract information from a simple pictogram.</p> <p>To be able to extract information from a simple block diagram.</p>
PS5	<p>To be able to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>To count, read and write numbers to 100 in numerals</p> <p>To be able to count in multiples of twos, fives and tens</p>	<p>To know there are 7 days in a week, say the days of the week in order</p> <p>To know there are 12 months in a year, say the months of the year in order</p>	<p>To be able to ask and answer simple questions about the data they have gathered</p> <p>To be able to asks and answer questions about totalling and comparing categorical data</p>

	<p>When given a number, identify one more and one less</p> <p>To be able to use the language of: equal to, more than, less than (fewer), most, least</p> <p>To identify and represent numbers using objects and pictorial representations including the number line</p> <p>To be able to represent and use number bonds and related subtraction facts within 20</p> <p>To add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p>	<p>To be able to identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>To be able to identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>To compare and sort common 2-D shapes and everyday objects.</p> <p>To be able to compare and sort common 3-D shapes and everyday objects.</p> <p>To identify and describe the properties of 3d shapes including the number of edges, vertices and faces</p> <p>To be able to order and arrange combinations of mathematical objects in patterns and sequences</p>	<p>To be able to record data simply in a range of ways: *tally chart * block diagram *pre-drawn tables</p> <p>To be able to identify the basic principles of good data collection</p>
PS6	<p>To be able to count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</p> <p>To be able to compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>To read and write numbers to at least 100 in numerals</p> <p>To recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>To recall and use addition and subtraction facts to 20 fluently and use related facts up to 100</p> <p>To be able to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>To add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers</p>	<p>To know how many days in each of the months of the year e.g, through rhyme “thirty days hath September, April, June and November”</p> <p>To know there are 60 seconds in 1 minute, 60 minutes in 1 hour</p> <p>To know there are 24 hours in 1 day, know there are 52 weeks in 1 year</p> <p>To be able to draw 2-D shapes</p> <p>To be able to make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p> <p>To be able to identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.</p> <p>To be able to identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>To be able to interpret and construct a range of data: *tally charts *block diagrams *pictograms *tables</p> <p>To be able to answer questions about the data they have collected.</p> <p>To be able to identify if data answers a given question.</p> <p>To suggest ways in which they can present data.</p>

PS7	<p>To count from 0 in multiples of 4, 8, 50 and 100</p> <p>To find 10 or 100 more or less than a given number</p> <p>To compare and order numbers up to 1000</p> <p>To read and write numbers up to 1000 in numerals and in words</p> <p>To recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>To be able to represent and use number bonds and related subtraction facts within 20</p> <p>To recall and use addition and subtraction facts to 20 fluently and use related facts up to 100</p> <p>To be able to add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds <p>To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know</p>	<p>To be able to tell and write the time from an analogue clock, including 12-hour and 24-hour clocks</p> <p>To be able to identify whether angles are greater than or less than a right angle.</p> <p>To be able to compare and classify geometric shapes, including quadrilaterals – and triangles, based on their properties and sizes</p> <p>To be able to identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>To describe positions on a 2-D grid as coordinates in the first quadrant e.g. (1,3).</p>	<p>To be able to interpret and present data using:</p> <ul style="list-style-type: none"> *tally charts *block diagrams *pictograms *tables <p>To be able to utilise data in solving comparison questions.</p> <p>To be able to identify the most appropriate way to present data.</p> <p>To be able to solve one- and two-step questions using information presented in pictograms, scaled bar charts and tables.</p>
PS8	<p>To count in multiples of 6, 7, 9, 25 and 1000</p> <p>To find 1000 more or less than a given number</p> <p>To order and compare numbers beyond 1000</p> <p>To be able to read and write numbers up to 1 0000 in numerals and in words</p> <p>To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>To be able to recall multiplication and division facts for multiplication tables up to 12×12</p> <p>To use place value, known and derived facts to multiply and divide mentally, including:</p> <ul style="list-style-type: none"> multiplying by 0 and 1; dividing by 1; multiplying together three numbers 	<p>To be able to identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>To be able to complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>To identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>To be able to describe movements between positions as translations of a given unit to the left/right and up/down e.g. D4, L2.</p> <p>To be able to plot specified points and draw sides to complete a given polygon.</p>	<p>To be able to connect, coordinates and scales to interpretation of time graphs.</p> <p>To be able to scrutinise data effectively and ask questions of the data they have generated.</p> <p>To be able to discuss which representation of data is the most appropriate and why.</p> <p>To be able to solve comparison, sum and difference problems using information presented in a line graph.</p> <p>To be able to read and interprets information in tables including timetables.</p>

English

Step	Reading	Writing	Speaking and Listening
ES1	<p>To encounter activities and experiences.</p> <p>To show simple reflex responses.</p> <p>To accept adult physical prompting during an activity</p>		
ES2	<p>To show emerging awareness of activities and experiences.</p> <p>To begin to attend to people, events or objects.</p> <p>To begin to respond to people, events or objects.</p> <p>To begin to react to lights, sounds, objects</p> <p>To begin to react to social interactions</p> <p>To begin to vocalise vowel-like sounds</p>		
ES3	<p>To react to new activities and experiences.</p> <p>To show interest in people, events or objects.</p> <p>To begin to respond consistently to people, events or objects.</p> <p>To accept and engage in coactive exploration.</p> <p>To babble using consonant sounds</p> <p>To demonstrate a brief interest in lights, sounds, objects when encouraged by staff</p> <p>To demonstrate contentment, excitement, happiness, sadness, surprise through expressions</p> <p>To engage in tactile activities</p> <p>To imitate environmental sounds</p> <p>To localise a light source, music, object consistently</p> <p>To look for familiar people</p> <p>To recognise own name</p> <p>To initiate vocal play</p>		
ES4	<p>To begin to be proactive in their interactions, showing a consistent, intentional response.</p> <p>To begin to remember learned responses over short periods of time.</p> <p>To communicate consistent preferences.</p> <p>To recognise familiar people, events and objects.</p> <p>To perform actions, by trial and improvement.</p>		

	<p>To cooperate with shared exploration and supported participation.</p> <p>To anticipate a preferred activity</p> <p>To babble using long strings of repeated consonant-vowel combinations</p> <p>To communicate with a member of staff</p> <p>To mimic hand gestures and mouth patterns of others</p> <p>To initiate communication by eye contact</p> <p>To react to the question 'more?'</p> <p>To request a favoured activity through their chosen method of communication</p> <p>To vocalise to gain attention</p> <p>To acknowledge their own name – stop and turn towards speaker</p> <p>To anticipate a familiar routine</p> <p>To anticipate familiar outcomes e.g. peek a boo</p> <p>To move to music rhythmically</p> <p>To respond to different environmental sounds appropriately</p> <p>To respond to members of staff / peers</p> <p>To begin to use words such as 'all gone' 'bye bye' appropriately</p> <p>To track objects/stimuli until they are out of range</p> <p>TO pat a picture in a book when asked to find the</p> <p>To understand the meaning of the word 'no' by showing a response</p>
ES5	<p>To begin to communicate intentionally.</p> <p>To explore objects and items in more complex ways.</p> <p>To remember learned responses over more extended periods.</p> <p>To observe the results of their own actions with interest.</p> <p>To begin to develop an awareness of object permanence.</p> <p>To begin to respond to options and choices.</p> <p>To gain an adult's attention through intentional actions or activities.</p> <p>To engage with items for extended periods of time.</p> <p>To continue to develop an awareness of object permanence.</p> <p>To remember learned responses and may anticipate known events.</p> <p>To associate word they hear to objects</p>

	<p>To complete a simple task</p> <p>To imitate signs/ symbols of up to 50 words</p> <p>To join in rhymes/ jingles with babble</p> <p>To join in with a repetitive story</p> <p>To make noises in response to a picture</p> <p>To identify letters and symbols</p> <p>To nod to agree</p> <p>To repeat a known phrase</p> <p>To respond to choice</p> <p>To understand up to 50 spoken words</p> <p>To imitate words/ signs/ symbols of up to 50 words</p> <p>To ask questions using gestures/ signs/ words</p> <p>To answer yes/ no questions</p> <p>To use yes/ no appropriately</p> <p>To communicate 10 single words clearly</p> <p>To say bye bye consistently</p> <p>To express anger/ happiness/pleasure</p> <p>To begin to draw lines, circles and patterns</p>		
ES6	<p>To match objects to object</p> <p>To enjoy stories, books, objects, pictures</p> <p>To turn pages</p> <p>To share stories</p> <p>To match object to picture</p> <p>To answer "What is it?"</p> <p>To name pictures</p> <p>To turn pages correctly</p> <p>To remember what happens next</p> <p>To enjoy joining in and responding when listening to familiar stories</p> <p>To recognise own name</p>	<p>To be aware of photo's, pictures, symbols and stories</p> <p>To be able to express needs and emotions</p> <p>To develop pencil control – hand preference established, pincer grip emerging, makes a variety of marks, colours all the shape in a single direction, follows a route with finger, overwrites letters from own name</p> <p>To discriminate between visual stimuli – draw some features of a pre-drawn shape, can draw arms and legs but not in relation to head, attempts to 'write' under letters, copies single line shapes e.g. ball, snake</p>	<p>To ask/answer simple who, what, when questions</p> <p>To begin to use plurals</p> <p>To carry on a simple 2 way conversation</p> <p>To combine 2 signs/ words/ symbols</p> <p>To say please/ thank you when prompted</p> <p>To say sorry when prompted</p> <p>To communicate yes and no using preferred communication</p> <p>To communicate with known and unknown people in a range of settings</p>

	<p>To answer questions about characters, plot, action, settings, expression, movement, feelings</p>	<p>To begin to develop phonic awareness such as can write some letters of own name</p>	<p>To communicate basic needs – hunger/ thirst</p> <p>To begin to use descriptive language ‘I want the red car’</p> <p>To use positional language</p> <p>To use functional language</p> <p>To express what they are doing and give a reason</p> <p>To express likes/ dislikes and give simple reasons</p> <p>To express feelings simply</p> <p>To express emotions using words</p> <p>To use a second word/ symbol to define a concept e.g. MORE paint</p> <p>To show they need more information and do not understand</p> <p>To give a simple 2 word answer when asked ‘what might happen if...’</p> <p>To use intonation, change pitch and volume when communicating</p> <p>To use single pronouns ‘me’ ‘you’ ‘him’ ‘they’ etc.</p> <p>To use some expression when speaking</p> <p>To use simple 2 word combinations (adjective-noun)</p> <p>Asks for specific help with a work-related problem</p> <p>To ask for specific help with a work-related problem</p> <p>To communicate possession through the use of terms ‘yours’ and ‘mine’</p> <p>To make it clear that they agree/ do not agree with a suggestion</p> <p>To express phrases with 3 key words</p>
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PS1	<p>To turn pages correctly</p> <p>To remember what happens next</p> <p>To enjoy joining in and responding when listening to familiar stories</p> <p>To recognise own name in different environments</p> <p>To answer questions about characters, plot, action, settings, expression, movement, feelings</p> <p>To identify writing in the community</p> <p>To communicate the next word/ phrase in a familiar text</p> <p>To find the correct book</p> <p>To match objects to themes e.g. gloves to winter</p> <p>To sit in a small group for a story</p> <p>To identify the title of a book</p> <p>To recognise of the story teller changes the story</p> <p>To recognise that pictures tell stories</p> <p>To assist with 1-1 matching activities</p> <p>To match pictures to objects</p> <p>To ask simple what, when, who questions</p> <p>To match an object to another object</p> <p>To indicate correctly pictures of characters and objects in response to questions such as 'where is the...' PKSS</p> <p>To show anticipation about what is going to happen e.g. turn a page (PKSS)</p>	<p>To separate pictures and writing</p> <p>To ask simple where, what, when and who questions</p> <p>To put illustrations in writing</p> <p>To describe a picture using a subject- verb- adjective</p> <p>To choose to write</p> <p>To make own marks on or about a piece of work</p> <p>To put marks or symbols alongside picture</p> <p>To use familiar names in own writing</p> <p>To watch the paper as they make marks</p> <p>To describe a character or object from a story using a single descriptive word</p> <p>To copy underneath from left to right</p> <p>To recognise that marks and symbols have meaning</p> <p>To make marks to represent their own name</p> <p>To hold a pencil with sufficient grip and pressure to make marks on paper</p> <p>To make circular, horizontal and vertical shapes/ scribble</p> <p>To imitate circular, horizontal and vertical strokes</p> <p>To input random letters on a keyboard</p> <p>To show a preference for one hand</p> <p>To begin to use a tripod grip</p> <p>To use a dagger grip/ pincer grip</p> <p>To draw a rough straight line</p>	<p>To use a single word, sign or symbol to name an object</p> <p>To communicate likes/ dislikes in own manner</p> <p>To communicate yes and no</p> <p>To say own name</p> <p>To begin to use some plurals</p> <p>To take part in a staff-led conversation</p> <p>To combine two words/ signs/ symbols</p> <p>To say please/ thankyou when reminded</p> <p>To say 'sorry' when reminded</p> <p>To use a second word/ sign to define what they are saying e.g. BIG car</p> <p>To use the names of familiar people</p> <p>To use two and three words phrases</p> <p>To communicate with a wide range of people in the community</p> <p>To use common nouns and adjectives</p> <p>To describe a character/ object from a story using a single word</p> <p>To communicate about an issue that matters to them</p> <p>To express their feelings to a member of staff</p> <p>To answer simple questions -7 What is (noun)? Who is (noun)? Where is (noun)?</p> <p>To ask simple what, where, who, why questions</p> <p>To understand 50 spoken words/ signs/ symbols</p>

		<p>To make arks with a variety of resources</p> <p>Scribbles when given paper/ pencil To begin to use a pincer grip – not consistently</p> <p>To colour over pictures, showing some awareness of lines</p> <p>To draw lines or shapes on a small or large scale, e.g. on paper or in the air or sand (PKSS)</p>	<p>To attend when their name is called</p> <p>To shake head/ nod or use symbols when in agreement/ disagreement with a suggestion</p> <p>To show good communication skills – orientates body to speaker, gives eye contact</p> <p>To follow simple 2 step instructions</p> <p>To begin to find an object with a specific characteristic</p> <p>To begin to ask for help</p> <p>To use gesture to communicate</p> <p>To join in with some actions or repeat some words, rhymes and phrases when prompted (PKSS)</p>
PS2	<p>To understand that print carries meaning</p> <p>To recognise some letters</p> <p>To read symbols in different environments</p> <p>To link events or pictures to self when looking at a book</p> <p>To use pictorial and visual cues</p> <p>To display reading-like behaviour</p> <p>To say a single sound for 10+ graphemes</p> <p>To read sounds by blending sounds with known graphemes, with support from a member staff (PKSS)</p> <p>To identify the letters of their alphabet by their sound</p> <p>To correctly relate the sound to the letter</p> <p>To correctly match short words with a distinct shape</p> <p>To know which way a book should be held</p>	<p>To dictate a text for a purpose (e.g. a postcard/ birthday card)</p> <p>To discuss an imaginary place</p> <p>To 'read' their own writing out loud</p> <p>To answer simple questions about their writing with some prompting</p> <p>To attempt to write other words other than their name</p> <p>To dictate a narrative for their own story</p> <p>To use the conjunction 'and' when linking ideas/ adding information during a discussion</p> <p>To make marks, including some letters with the intention of conveying meaning</p> <p>To begin writing on the left of the page</p> <p>To suggest a phrase to include in their work</p> <p>To sequence pictures of 2 daily events</p>	<p>To join in with predictable phrases or refrains of a familiar story of rhyme (PKSS)</p> <p>To demonstrate an understanding of a familiar story/rhyme read to them, e.g. by answering questions, such as 'Where is he/she/it?', 'Who is this?', 'What is he/she/it doing?' (PKSS)</p> <p>To say a clause to complete a sentence that is said aloud, e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot' (PKSS)</p> <p>To ask a simple 'how' question</p> <p>To use three key words when expressing phrases</p> <p>To use the terms I, me, you correctly</p> <p>To use descriptive language</p> <p>To use functional language</p> <p>To ask for more information</p> <p>To initiate a simple conversation</p> <p>To contribute to a group, 1-1, peer discussion</p>

<p>To move finger along the text (l to r) read from top to bottom</p> <p>To progress through a book – front to back</p> <p>To identify letters from their name in a book</p> <p>To join in with predictable phrases or refrains of a familiar story or rhyme (PKSS)</p> <p>To re-enact simple stories</p> <p>To bring a book to read, hold it while sharing it, open the book at the first page</p> <p>To predict what will happen at the end of a story</p> <p>To identify how a story/ poem makes them feel</p> <p>To sit in a group and listen to a story</p>	<p>To leave a space between groups of letters/ symbols/ scribbles</p> <p>To use the future/past tense in statements</p> <p>To identify and write 10+ graphemes on hearing corresponding phonemes (PKSS)</p> <p>To group letters and symbols together</p> <p>To input numerals to 5 on a computer with support</p> <p>To identify the initial letter of their own name</p> <p>To write the first letter of their own name</p> <p>To form correctly most of the 10+ lower case letters in Standard 2 of English Language comprehension and reading (PKSS)</p> <p>To copy simple shapes</p> <p>To colour in pictures and keep within the lines</p> <p>To write own name with some recognisable letters</p> <p>To develop a preferred hand</p> <p>To hold pencil grip correctly and with sufficient grip (most of the time)</p> <p>To return 'up' a vertical stroke 'n'</p> <p>To write in lines</p> <p>To trace numbers 1-5To trace large shapes, letter shapes and simple shapes</p> <p>To join a simple dot to dot on a square/ triangle</p> <p>To form letters that are inconsistent in size</p>	<p>To use plurals –not always correctly</p> <p>To use past and present tense – not always correctly</p> <p>To express an idea in statements/ phrases</p> <p>To use a simple preposition correctly</p> <p>To control volume of own voice</p> <p>To express and opinion/ their feelings appropriately</p> <p>To use please and thank you appropriately and consistently</p> <p>To describe a result of their action/ an experience</p> <p>To use some expression when speaking</p> <p>To follow instructions containing three key words – two adjectives and a noun</p> <p>To follow instructions containing three key words – verb, adjective, noun</p> <p>To engage with directed role play</p> <p>To know own full name and be able to say this</p> <p>To demonstrate appropriate conversational techniques – waiting for a response, listening quietly</p> <p>In a group discussion – maintains interest, participates, shows an awareness of others</p> <p>To make choices between two tangible options</p> <p>To demonstrate understanding of concepts such as in, on, big, little, under</p> <p>To answer questions related to an event/ an experience</p> <p>To find an object by function e.g. find me something to cut paper</p>
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			To express a simple opinion
PS3	<p>To know that print carries a constant message</p> <p>To recognise simple sight vocabulary</p> <p>To know what a letter and a word is</p> <p>To recall text of a familiar story</p> <p>To word-sound match in a familiar story</p> <p>To know all letter sounds</p> <p>To be aware of and understand concepts of reading and of print – correct orientation of books, reading from left to right, front to back etc.</p> <p>To be able to recall text</p> <p>To echo sound patterns</p> <p>To identify the initial letter sound of words</p> <p>To identify the name of all letters</p> <p>To recognise their name indifferent forms</p> <p>To say a single sound for 20+ graphemes (PKSS)</p> <p>To match numerals to 10</p> <p>To correctly match 3 letter words</p> <p>To relate the letter sound to the letter name</p> <p>To sort words from letters and numbers</p> <p>To turn pages one at a time</p> <p>To attempt to sound CVC words out</p> <p>To attempt to blend known CVC words</p> <p>To recognise common written words e.g. mum, dog</p>	<p>To draw a simple picture of something they have seen</p> <p>To make a simple drawing to illustrate their idea</p> <p>To draw/ paint a picture to illustrate a story</p> <p>To make a simple pictorial representation of something they have done</p> <p>To order a series of 3 pictures into the correct time sequence</p> <p>To include a noun with an adjective</p> <p>To label a simple diagram</p> <p>To listen while a group-written story is read out loud</p> <p>To contribute to a group writing experience</p> <p>To offer a phrase/short sentence to describe a character/ scene/ feeling</p> <p>To recognise own work</p> <p>To create work that includes pictures and text</p> <p>To convey information/ experience/ ideas in short sentences</p> <p>To make up their own phrases or short sentences to express their thoughts aloud about stories/ their experiences (PKSS)</p> <p>To write a caption or short phrase using the graphemes they already know (PKSS)</p> <p>To write their name using the correct case letters</p> <p>To begin to put spaces between words</p> <p>To express ideas in longer phrases using past and future tense correctly</p>	<p>To make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences (PKSS)</p> <p>To respond to questions that require simple recall (PKSS)</p> <p>To recount a short sequence of events (PKSS)</p> <p>To follow instructions containing 4 key words</p> <p>To use short phrases and sentences</p> <p>To role play with others</p> <p>To display good communication skills – listening and responding, looking at the speaker, taking part in a group discussion</p> <p>To take part in a group performance – delivering simple lines</p> <p>To approach the person they wish to talk to , wait for their turn ad speak at an appropriate volume</p> <p>To initiate a conversation</p> <p>To identify the initial sound of spoken words</p> <p>To link 4 key words together to convey information</p> <p>To give simple explanations of why something will/ has happened</p> <p>To use the past and future tense correctly</p> <p>To express ideas using regular plurals</p> <p>To add their opinion to a discussion, answer a direct question</p> <p>To change the volume of voice when asked</p> <p>To describe how they are feeling</p>

<p>To blend and segment sounds in order to read and spell real and nonsense words</p> <p>To read accurately when blending sounds in words with two and three known graphemes (PKSS)</p> <p>To respond to simple questions that require simple recall (PKSS)</p> <p>To recount a short sequence of events (PKSS)</p> <p>To describe the action, event or a character</p> <p>To look in picture books for information</p> <p>To name several characters in a story</p> <p>To link pictures and text</p> <p>To explain why they liked/ disliked a story</p> <p>To illustrate an event</p> <p>To describe how a character felt</p> <p>To describe a character</p> <p>To categorise books (e.g. funny, rhyming)</p> <p>To use 'beginning' and 'end' when describing a book</p>	<p>To use some irregular plurals when expressing ideas</p> <p>To use a space bar to put spaces between words</p> <p>To use the correct initial letter frequently</p> <p>To group letters in word blocks</p> <p>To identify the initial sound of spoken words</p> <p>To sort words and letters from numbers</p> <p>To sound each letter out</p> <p>To identify some words are not said as they are spelt</p> <p>To write their own name correctly</p> <p>To attempt to write words using own phonic knowledge</p> <p>To find named letters on a keyboard</p> <p>To spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes, e.g. cat, pot, in (PKSS)</p> <p>To identify or write 20+ graphemes on hearing corresponding phonemes from the letter in Standard 3 of English language comprehension and reading (PKSS)</p> <p>To form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading (PKSS)</p> <p>To copy underneath writing</p> <p>To copy writing patterns</p> <p>To hold the paper correctly</p> <p>To colour in a picture and keep within the lines most of the time</p> <p>Handwriting contains letters that are recognisable</p> <p>To hold a pencil correctly</p>	<p>To discuss an idea with a partner</p> <p>To follow and give directions around a familiar room, follow two unrelated instructions</p> <p>To greet people appropriately</p> <p>To use questioning to gain further understanding</p> <p>To answer the question 'why?' simply</p> <p>To use please and thank you independently most of the time</p> <p>To use positional language when describing where an object is</p> <p>To identify 'good listening' skills</p> <p>To recount what they did a short time ago</p> <p>To describe what they do/ do not like</p>
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PS4	<p>Refer to NC</p>		
PS5			
PS6			
PS7			
PS8			

Science

Step	Biology	Chemistry	Physics	Working Scientifically
ES1	<p>To encounter activities and experiences.</p> <p>To show simple reflex responses.</p> <p>To accept adult physical prompting during an activity</p>			
ES2	<p>To show emerging awareness of activities and experiences.</p> <p>To begin to attend to people, events or objects.</p> <p>To begin to respond to people, events or objects.</p>			
ES3	<p>To react to new activities and experiences.</p> <p>To show interest in people, events or objects.</p> <p>To begin to respond consistently to people, events or objects.</p> <p>To accept and engage in coactive exploration.</p>			
ES4	<p>To begin to be proactive in their interactions, showing a consistent, intentional response.</p> <p>To begin to remember learned responses over short periods of time.</p> <p>To communicate consistent preferences.</p> <p>To recognise familiar people, events and objects.</p> <p>To perform actions, by trial and improvement.</p> <p>To cooperate with shared exploration and supported participation.</p>			
ES5	<p>To begin to communicate intentionally.</p> <p>To explore objects and items in more complex ways.</p> <p>To remember learned responses over more extended periods.</p> <p>To observe the results of their own actions with interest.</p> <p>To begin to develop an awareness of object permanence.</p> <p>To begin to respond to options and choices.</p> <p>To gain an adult's attention through intentional actions or activities.</p> <p>To engage with items for extended periods of time.</p> <p>To continue to develop an awareness of object permanence.</p> <p>To remember learned responses and may anticipate known events.</p>			
ES6	<p>Asks for specific help to locate a person or object</p> <p>Attends to a member of staff when their own name is called</p> <p>Blows bubbles in water</p> <p>Brings a specific object from another room when asked</p>			

	<p>Demonstrates confusion when an expected event does not occur, e.g. bell does not make a noise when rung</p> <p>Demonstrates curiosity in the outside world</p> <p>Demonstrates obvious enthusiasm when with favourite peer or member of staff</p> <p>Demonstrates pleasure in finding objects in picture books which relate to questions</p> <p>Drops a ball to watch it bounce</p> <p>Drops items into water to see if they float/sink</p> <p>Explores a new environment, away from members of staff</p>			
PS1	<p>To be able to point to the main features on a person's face when asked.</p> <p>To name own sex.</p> <p>To name a range of common animals.</p> <p>To be able to name one characteristic of a plant or seed, e.g. small.</p> <p>To notice and responds to plants in their local environment.</p> <p>To collect different leaves with assistance.</p> <p>To be able to communicate what they can see in the environment.</p> <p>To be able to communicate what they can hear in the environment.</p> <p>To recognise differences between themselves and a peer.</p> <p>To look at examples of rock faces and points out colours/patterns.</p>	<p>To explore textures in their immediate environment.</p> <p>To identify one property of a material being handled, e.g. cold, hard, shiny, etc.</p> <p>To be able to categorise magnetic objects.</p> <p>To match rocks by size with support.</p> <p>To match rock by colour with support.</p> <p>To match rocks by texture with support.</p> <p>To observe and respond to a kettle boiling.</p> <p>To observe and respond to a floating balloon.</p> <p>To be able to describe how the temperature of the water feels in simple terms, e.g. hot or cold.</p> <p>To be able to sort materials into a simple groups, e.g. rough.</p> <p>To identify if they can pull, bend, or squash a material after manipulating it.</p>	<p>To be able to identify objects that roll if they push them.</p> <p>To be able to make objects move faster or slower.</p> <p>To be able to stop an object moving.</p> <p>To explore which materials will stick to magnets.</p> <p>To find an item in their immediate environment that can be pulled.</p> <p>To be able to make observations on different types of rocks outside.</p> <p>To identify that the Moon can be seen at night.</p> <p>To be able to identify that the Sun and Moon are in the sky.</p> <p>To be able to mix different paint colours and observes the change.</p>	<p>To discuss what they can see, touch, smell, hear or taste?</p> <p>To be able to use simple equipment to help them make observations.</p> <p>To begin to identify and classify objects.</p> <p>To begin to think of some questions to ask.</p> <p>To begin to record information through marks and pictures.</p>

<p>PS2</p>	<p>To be able to give an animal or human more than one attribute, e.g. a bird has feathers and flies.</p> <p>To identify human needs, e.g. food/drink.</p> <p>To be able to name the main parts of a human body.</p> <p>To compare results of growing seeds in two different places.</p> <p>To observe the shapes of flowers and gives a single property.</p> <p>To observe the shapes of leaves and gives a single property</p> <p>To be able to state a simple difference between two habitats</p> <p>To be able to match pictures of known animals to their normal habitats.</p> <p>To identify differences in a photo of a person taken when they are young and older.</p> <p>To be able to comment on obvious changes in their own lives.</p> <p>To be able to sequence personal events over a longer period, e.g. through photos.</p> <p>To be able to associate types of dinosaur teeth with their diet.</p>	<p>To explore items to find those which adhere to a specific property, e.g. objects that can bend.</p> <p>To respond appropriately to texture-based terminology, e.g. how many items are rough, which fabrics are smooth, etc.</p> <p>To demonstrate an awareness of the purpose of a variety of materials.</p> <p>To be able to match photos of different rocks/minerals to samples.</p> <p>To be able to observe and simply describes differences between using wet and dry sand.</p> <p>To explore what they can find in soil, e.g. by spreading soil over paper.</p> <p>To generalise what might happen if they put something into the freezer.</p> <p>To be able to predict what will happen if an item is taken out of the freezer.</p> <p>To be able to pick out objects made from paper/cardboard.</p> <p>To pick out objects made from plastic.</p> <p>To be able to picks out objects made from wood.</p>	<p>To make predications about which objects might sink or float.</p> <p>To be able to identify that an object will fall to the ground after it has been thrown into the air.</p> <p>To be able to identify how different parts of their body move.</p> <p>To be able to choose a weather symbol for each day.</p> <p>To identify obvious differences between summer and winter.</p> <p>To be able to give simple terms to describe clip/photos of stars.</p> <p>To be able to group photos of the Moon in different phases together knowing they are all the Moon.</p> <p>To be able to recall some light sources.</p> <p>To name colours mainly accurately.</p> <p>To demonstrate an awareness of some of the dangers of electricity.</p> <p>To be able to recalls some sound sources.</p> <p>To match pictures of sounds they hear to their sound source.</p> <p>To suggest if the sounds they hear are near or far away.</p>	<p>To be able to perform a simple test with support.</p> <p>To simply describe what they have done?</p> <p>To answer some scientific questions.</p> <p>To begin to give reasons for their answers.</p> <p>To be able to describe what they have found out?</p> <p>Show their work using pictures and marks.</p> <p>To record their findings using measuring equipment.</p>
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PS3	<p>Animals including humans</p> <p>Living things and their habitats</p> <p>Evolution and inheritance</p> <p>Refer to NC (Y1) programme of study</p>	<p>Properties and changes of materials</p> <p>Everyday materials</p> <p>States of matter</p> <p>Rocks</p> <p>Refer to NC (Y1) programme of study</p>	<p>Forces and magnets</p> <p>Light</p> <p>Sound</p> <p>Electricity</p> <p>Seasonal changes</p> <p>Earth and space</p> <p>Refer to NC (Y1) programme of study</p>	<p>To talk about similarities and differences.</p> <p>To use simple scientific criteria.</p> <p>To explore objects/ materials/ living things/ resources designed to model scientific processes.</p> <p>To listen and respond to stories about scientific processes/ events/ objects.</p> <p>To create drawings and models of their environment</p> <p>To explain simple phenomena: How? Why?</p>
PS4	<p>Animals including humans</p> <p>Living things and their habitats</p> <p>Evolution and inheritance</p> <p>Refer to NC (Y1) programme of study</p>	<p>Properties and changes of materials</p> <p>Everyday materials</p> <p>States of matter</p> <p>Rocks</p> <p>Refer to NC (Y1) programme of study</p>	<p>Forces and magnets</p> <p>Light</p> <p>Sound</p> <p>Electricity</p> <p>Seasonal changes</p> <p>Earth and space</p> <p>Refer to NC (Y1) programme of study</p>	<p>To observe change over time.</p> <p>To use Senses/ equipment.</p> <p>To compare and contrast.</p> <p>To find information using given sources.</p> <p>To draw diagrams e.g. parts of plants/ the body.</p> <p>To describe what has happened or been observed.</p>
PS5	<p>Animals including humans</p> <p>Living things and their habitats</p> <p>Evolution and inheritance</p> <p>Refer to NC (Y2) programme of study</p>	<p>Properties and changes of materials</p> <p>Everyday materials</p> <p>States of matter</p> <p>Rocks</p> <p>Refer to NC (Y2) programme of study</p>	<p>Forces and magnets</p> <p>Light</p> <p>Sound</p> <p>Electricity</p> <p>Seasonal changes</p> <p>Earth and space</p>	<p>To measure change over time e.g. plant growth.</p> <p>To be able to select appropriate equipment.</p> <p>To Compare differences.</p> <p>To be able to select information from a range of given sources.</p>

PS6	<p>Animals including humans</p> <p>Living things and their habitats</p> <p>Evolution and inheritance</p> <p>Refer to NC (Y2) programme of study</p>	<p>Properties and changes of materials</p> <p>Everyday materials</p> <p>States of matter</p> <p>Rocks</p> <p>Refer to NC (Y2) programme of study</p>	<p>Forces and magnets</p> <p>Light</p> <p>Sound</p> <p>Electricity</p> <p>Seasonal changes</p> <p>Earth and space</p> <p>Refer to NC (Y2) programme of study</p>	<p>To be able to explore and create drawings and physical models e.g. habitats.</p> <p>To be able to explain why a simple observation occurred.</p> <p>To evaluate the effectiveness of observations.</p>
PS7	<p>Animals including humans</p> <p>Living things and their habitats</p> <p>Evolution and inheritance</p> <p>Refer to NC (Y3) programme of study</p>	<p>Properties and changes of materials</p> <p>Everyday materials</p> <p>States of matter</p> <p>Rocks</p> <p>Refer to NC (Y3) programme of study</p>	<p>Forces and magnets</p> <p>Light</p> <p>Sound</p> <p>Electricity</p> <p>Seasonal changes</p> <p>Earth and space</p> <p>Refer to NC (Y3) programme of study</p>	<p>To be able to use bar charts, pictograms, tables.</p> <p>To be able to classify animals/ materials.</p> <p>To be able to predict the results of a fair test e.g. How does distance affect magnet strength?</p> <p>To be able to use labelled diagrams and drawings and physical models.</p>
PS8	<p>Animals including humans</p> <p>Living things and their habitats</p> <p>Evolution and inheritance</p> <p>Refer to NC (Y3) programme of study</p>	<p>Properties and changes of materials</p> <p>Everyday materials</p> <p>States of matter</p> <p>Rocks</p> <p>Refer to NC (Y3) programme of study</p>	<p>Forces and magnets</p> <p>Light</p> <p>Sound</p> <p>Electricity</p> <p>Seasonal changes</p> <p>Earth and space</p> <p>Refer to NC (Y3) programme of study</p>	<p>To be able to make accurate measurements.</p> <p>To use time graphs and other graphs.</p> <p>To be able to use simple classification keys.</p> <p>To be able to use the language of control variable.</p> <p>To be able to select information to support findings.</p> <p>To create labelled diagrams and drawings.</p> <p>To explain an observation or an event in scientific terms.</p>

PSHE

Step	Citizenship	Physical Health & Mental Wellbeing	Relationship & Sex Education
ES1	<p>To accept being supported in a sitting position</p> <p>To accept a positional change</p> <p>To calm with physical contact</p> <p>To calm when re-assured</p> <p>To react to change with an emotional response</p> <p>To react to voices</p> <p>To startle to a change of light</p> <p>To startle at a sudden noise</p> <p>To tense or still at sounds</p> <p>To tolerate a variety of sounds</p> <p>To vocalise contentedly</p> <p>To co-operate to familiar routines</p> <p>To give momentary attention to someone speaking close to them and in their direct line of vision (not consistently)</p>		
ES2	<p>To give reactions to the facial expressions of a familiar person during intensive interactive experiences</p> <p>To demonstrate displeasure when attention is withdrawn</p> <p>To demonstrate a positive reaction when receiving attention</p> <p>To show awareness of others</p> <p>To show awareness of familiar faces/ people</p> <p>To engage with a familiar person for a short amount of time (could be seconds)</p> <p>To focus on a moving face</p> <p>To show a response to a favoured person</p> <p>To react to physical touch (e.g. massage/ physiotherapy)/ so react to unknown, sudden noise</p> <p>To show pleasure</p> <p>To show enjoyment of vocal play (II)</p> <p>To watch faces</p> <p>To acknowledge motion-based / auditory/ tactile/ visual pleasure</p> <p>To show recognition of a familiar person</p>		

	<p>To show a dislike of a regular event</p> <p>To demonstrate an awareness of a familiar face</p> <p>To show a preference for an object in different situations</p> <p>To react negatively when something happens which is unexpected</p>
ES3	<p>To demonstrate anger/ contentment/ excitement, /happiness/ sadness/ surprise through expressions and body language</p> <p>To explore a desired object with their hand/ mouth for up to 10 seconds when provided with a variety of objects</p> <p>To express eagerness – vocally/ physically when presented with a familiar person</p> <p>To indicate a preference for a specific texture</p> <p>To initiate communication with a familiar member of staff</p> <p>To reach for a desired objects with their hands when put of reach/ given a choice</p> <p>To react consistently to familiar stimuli</p> <p>To react excitedly to a change of environment/ familiar voice/ activity/ music/ texture</p> <p>To show a preference by pointing/ gesturing when provided with a favoured and disliked option</p> <p>To smile at a familiar person/ with enjoyment</p> <p>To babble in a speech-like way</p> <p>To engage in coactive exploration proactively with support</p> <p>To hold their head steady when looking at a familiar person</p> <p>To imitate sounds in their own manner when interacting with a familiar member of staff</p> <p>To initiate communication with a familiar member of staff</p> <p>To initiate vocal play</p> <p>To make sounds to a member of staff when engaging on an activity</p> <p>To notice a peer briefly working alongside them</p> <p>To begin to respond to their own name</p>
ES4	<p>To acknowledge own name by stopping and facing the sound as they hear it spoken</p> <p>To anticipate outcomes e.g. playing peek a boo</p> <p>To babble using strings of repeated consonant -vowel sounds</p> <p>To babble repetitive sounds</p> <p>To babble tunefully</p> <p>To communicate consistent preferences</p> <p>To begin to use verbal or physical exclamations ‘uh-oh’</p> <p>To turn take in conversations , greet familiar members of staff using own vocal sounds</p>

	<p>To co-operate when being changed/ eating (passively or co-actively)</p> <p>To initiate conversation by visual contact</p> <p>To look at people by pushing up on their stomach when lying down</p> <p>To imitate others during II</p> <p>To begin to use acquired skills to get their own needs met</p> <p>To communicate with staff using vocal sounds/ gestures to get something they desire</p> <p>To smile/ laugh when working with a familiar person</p>
ES5	<p>To accept assistance to overcome frustration</p> <p>To accept the word 'no'</p> <p>To develop an attachment to a toy/ object</p> <p>To calm down and return to an activity once a problem is solved</p> <p>To cheer or clap others</p> <p>To communicate me and mine to indicate possession</p> <p>To communicate about an issue that affects them</p> <p>To communicate what is special/ important to them</p> <p>To demonstrate an awareness of others feelings – shows concern / sympathy for a peer</p> <p>To demonstrate an understanding of their own individuality</p> <p>To express anger/ happiness</p> <p>To make their feelings known</p> <p>To respond to criticism, distraction, music, praise</p> <p>To show frustration at something unexpected</p> <p>To show when they are finished</p> <p>To wipe their face and hands</p> <p>To accept help</p> <p>To brush their own teeth with support</p> <p>To communicate 'hello' in own manner</p> <p>To look at a person when they are talking to them</p> <p>To indicate a need for the toilet (if appropriate)</p> <p>To nod/ sign/ use symbols to agree</p> <p>To begin to share</p>

ES6	<p>To begin to accept boundaries</p> <p>To ask for help when hurt/ with a personal problem</p> <p>TO communicate please/ thank you when prompted</p> <p>To say sorry when prompted</p> <p>To demonstrate awareness of wrongdoing</p> <p>To demonstrate empathy with others</p> <p>To understand accidents and when something is done deliberately</p> <p>To express emotions towards others using words</p> <p>To express likes/ dislikes – giving reasons</p> <p>To express an opinion</p> <p>To be able to handle an animal gently</p> <p>To start to verbalise feelings of anger, fear, happiness, love, sadness</p> <p>To begin to brush their own teeth thoroughly</p> <p>To begin to dress themselves – arms in sleeves, pulls pants up, put socks on</p> <p>To begin to undress themselves – unfastened clothes</p>	
PS1	<p>To discuss feelings</p> <p>To identify what has caused upset</p> <p>To make their feelings known to a member of staff while exhibiting self-control</p> <p>To enjoy and want to join in a computer activity</p> <p>To be aware of dangers on the internet and seek help if necessary</p> <p>To eat a wider range of foods</p> <p>To choose a fruit or a vegetable out of a choice of 2</p> <p>To communicate 'no' to unwanted foods</p> <p>To identify what foods they would like to eat/ drink</p> <p>To know they needs a drink</p> <p>To recognise their own medicines</p> <p>To have an understanding of how these medicines are administered</p> <p>To clean own teeth independently</p> <p>To wash hands before preparing foods</p> <p>To wash own hands</p>	<p>PRIMARY AND SECONDARY</p> <p>To act confidently around members of staff</p> <p>To give familiar people a name</p> <p>To recognise familiar people</p> <p>To recognise their family</p> <p>To take part in celebrations</p> <p>To sue names of familiar people</p> <p>To identify their friends</p> <p>To communicate with peers</p> <p>To demonstrate affection and concern for peers</p> <p>To join in play briefly</p> <p>To look at the person talking to them</p> <p>To recognise differences between themselves and a peer</p> <p>To join in an adult-led activity</p>

	<p>To accept help when injured</p> <p>To recognise familiar first aid equipment</p> <p>To identify which part of their own body is hurt</p> <p>To seek support if they are wounded</p> <p>To identify parts of their body</p> <p>To recognise differences between themselves- hair colour, eye colour, skin colour and to recognise similarities – all have hair, eyes etc.</p> <p>To recognise the name of 'less common' body parts such as elbow</p> <p>To sort pictures according to peoples age – baby, child, teen, adult, elderly</p>	<p>To share an activity with a peer unprompted</p> <p>To take part in co-operative play</p> <p>To take turns with prompts</p> <p>To communicate an awareness of others feelings</p> <p>To say please and thank you with support</p> <p>To demonstrate an understanding of the viewpoint of another</p> <p>To look at who is speaking to them</p> <p>To remain silent when another person is talking</p> <p>To recognise approval and disapproval</p> <p>To communicate saying no to activities they do not wish to do</p> <p>To communicate possession through using yours and mine</p> <p>To communicate yes and no</p> <p>To demonstrate an understanding of their own individuality</p> <p>To show awareness of danger</p> <p>To stop an action when told</p> <p>SECONDARY</p> <p>To match pictures if infant animals to adult animals</p> <p>To point to parts of the body when asked</p> <p>To recognise the main body parts</p> <p>To recognise self in the mirror</p> <p>To sort pictures of people at different ages</p>
PS2	<p>To accept that you do not always get what you want</p> <p>To express emotions towards others using words</p> <p>To find a member of staff to speak to if they are upset</p>	<p>PRIMARY AND SCNDARY</p> <p>To communicate what/ who is special to me</p> <p>To identify people who cares for others e.g. nurses</p>

<p>To ask for help with conflict</p> <p>To begin to have close friends verbalise feelings of happiness, sadness, anger, fear and love</p> <p>To describe what information, they can see on screen</p> <p>To understand that the internet can be unsafe and to understand how to keep themselves safe</p> <p>To recognise thumbnails</p> <p>To chew and swallow a variety of textures</p> <p>To choose between two items when deciding what to eat</p> <p>To comment on the difference between two plates of food</p> <p>To try different foods willingly</p> <p>To describe the food on the plate – vegetable, meat</p> <p>To know to wash their hands before eating</p> <p>To recognise where food may be kept</p> <p>To begin to undertake the correct action when asked to take their medicine</p> <p>To identify that some medicines can be harmful</p> <p>To begin to recognise that drugs, alcohol and smoking can be harmful</p> <p>To know you should not take someone else's medicine</p> <p>To ask for help when hurt</p> <p>To choose what 'first aid' is needed e.g. plaster or a sling</p> <p>To identify that their hands need washing before administering first aid</p> <p>To know 3 items that may be in a first aid box</p> <p>To find 2 specific items of first aid equipment</p> <p>To comment on changes in their own lives</p> <p>To draw a person</p> <p>To draw a face with at least 3 features</p> <p>To identify that people can be different ages</p> <p>To identify where sanitary products may be kept (bathroom)</p> <p>To name the main parts of a body</p> <p>To match images of animals to their babies</p> <p>SECONDARY</p>	<p>To name familiar people in photographs</p> <p>To state how they celebrate things in their life</p> <p>To choose to be in a group , partners or near to a specific person</p> <p>To choose to sit next to someone</p> <p>To contribute to a group/ 1-1 discussion</p> <p>To engage with others spontaneously</p> <p>To play a group game</p> <p>To take turns</p> <p>To ask if they can join an activity and accept the answer may be no</p> <p>To communicate basic expectations</p> <p>To say something is not fair</p> <p>To demonstrate remorse To demonstrate empathy</p> <p>To say please and thank you with less prompts</p> <p>To express an opinion</p> <p>To express emotions appropriately</p> <p>To leave time for someone to respond</p> <p>To express their feelings using appropriate language</p> <p>To listen to answers of questions</p> <p>To ask for more information</p> <p>To describe information they see on screen</p> <p>To identify things they are not allowed to do</p> <p>To identify behaviour that can be considered wrong</p> <p>To identify things they can do</p>
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	<p>To sequence 3 pictures showing the human life cycle</p> <p>To begin to identify changes in the male and female body (puberty)</p>	<p>To listen to if something is right or wrong</p> <p>To show care and concern for self</p> <p>SECONDARY</p> <p>To comment on obvious changes in their own lives</p> <p>To demonstrate how different parts of their body move</p> <p>To demonstrate an awareness that different people have different names for their genitalia but will use correct terminology</p> <p>To match images of animals to their babies</p> <p>To name the main parts of a human body</p> <p>To sequence 3 pictures showing a human life cycle</p> <p>To state physical differences between boys and girls</p> <p>To state a physical similarity between boys and girls</p>
PS3	<p>To communicate about personal fears</p> <p>To demonstrate an awareness that not everyone thinks like they do</p> <p>To explain why someone/ something is special to them</p> <p>To express feelings in a controlled way</p> <p>To identify behaviour linked to emotions e.g. laughing, crying</p> <p>To realise what they do impacts others</p> <p>To find information on the internet</p> <p>To say what applications, they are using and why</p> <p>To suggest a way, they can share information with someone</p> <p>To identify how to keep themselves safe online</p> <p>To identify a trusted adult</p> <p>To estimate how much food is needed for a small group e.g. prepping snack</p> <p>To identify fruit and veg</p>	<p>PRIMARY AND SECONDARY</p> <p>To explain why someone is special to them</p> <p>To give examples of how to help others at school and at home</p> <p>To identify what they like about their family</p> <p>To identify the important people in their life</p> <p>To understand the idea of belonging</p> <p>To ask a peer to play#</p> <p>To understand that someone can have many friends</p> <p>To explain what a friend is</p> <p>To identify reasons for having friends</p> <p>To identify how they could mend a broken relationship</p>

<p>To identify images of food groups – carbs, proteins, fats, fruit, veg</p> <p>To identify food gives the body energy</p> <p>To identify some foods are healthy and some foods are unhealthy</p> <p>To read the dosage on the back of medicines and use the correct spoon measure</p> <p>To identify the measurements on a spoon, syringe, measuring cup</p> <p>To look for and identify their name on medication</p> <p>To look for and identify someone else's name on medication and to recognise that this medicine is dangerous for them</p> <p>To understand why drugs, alcohol and cigarettes can be harmful</p> <p>To brush their own teeth thoroughly with supervision</p> <p>To give examples of how they can keep themselves clean</p> <p>To know what a dentist does</p> <p>To know how to care for their teeth – morning and night</p> <p>To identify dirty hands and face and identify they need cleaning when they are dirty</p> <p>To answer questions about their pain levels</p> <p>To describe the purpose of familiar pieces of first aid equipment</p> <p>To follow visual instructions when tending to a wound</p> <p>To identify 3 common accidents</p> <p>To name 5 things in a first aid kit</p> <p>To draw a human with the main body features</p> <p>To explain how humans grow</p> <p>To identify physical differences and similarities between themselves and a peer</p> <p>To go to the bathroom to change sanitary products</p> <p>To name and label the main external parts of the body and face</p> <p>To use sanitary products with verbal and physical prompts</p> <p>SECONDARY</p> <p>To identify that humans have babies</p> <p>To recognise when it is appropriate to undress</p> <p>To sequence 5 pictures of the human life cycle</p>	<p>To share a task</p> <p>To appreciate that others have feelings</p> <p>To communicate please and thank you independently (most of the time!)</p> <p>To co-operate with a peer using a single piece of equipment</p> <p>To demonstrate respect for their own and others culture and beliefs</p> <p>To demonstrate an awareness that not everyone feels as they do</p> <p>To explain what a promise is and how to keep a promise</p> <p>To say why we thank others and identify when to say thank you</p> <p>To show consideration</p> <p>To take part in group activities with large and small groups</p> <p>To find information on the internet with a trusted adult</p> <p>To suggest an appropriate way to share information with someone</p> <p>To accept rules</p> <p>To communicate feelings</p> <p>To describe what the duties of the police are</p> <p>To discuss classroom rules</p> <p>To identify right and wrong behaviours</p> <p>To identify kind and unkind actions</p> <p>To identify how not to get lost</p> <p>To identify what makes them happy/ sad</p> <p>To recognise they have the right to say 'no' when there is unwanted physical contact OR in situations which they are uncomfortable</p> <p>To recognise why someone is a stranger and to begin to</p>
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	<p>To identify that humans have babies</p> <p>To identify changes in male and female bodies – puberty</p>	<p>understand danger may not always come from a stranger</p> <p>SECONDARY</p> <p>To identify some things that people do which are bad for their health e.g. smoking, eating too much, lack of exercise, drinking, drugs</p> <p>To comment on a photograph of themselves at different ages</p> <p>To identify their genitalia</p> <p>To identify some similarities/ differences between themselves and a peer</p> <p>To identify that some living things lay eggs</p> <p>To name and label the main external parts of the body</p> <p>To recognise when it is appropriate to undress</p> <p>To identify that humans can have babies</p>
PS4	Refer to NC	
PS5		
PS6		
PS7		
PS8		