



Reading for Pleasure
Key Texts

My Hair
Here we Are
The Something
My Monster and Me
Owl Babies
Guess How Much I Love
You?

The Gruffalo
Star in a Jar
Rama and Sita
The Nativity
The Smallest Christmas
Tree
The Shortest Day
Little Reindeer's
Christmas Wish

The Great Animal Race
The Snail and the Whale
Where's Julius?
Jack and the Flum Flum
Tree
The Naughty Bus
We're Going on a Lion Hunt
Where the Wild Things
Are

The Extraordinary
Gardener
The Very Hungry
Caterpillar
The Enormous Carrot
The Easter Story
The Ugly Duckling
Max the Brave

Handa's Surprise
The Storm Whale
Noisy Neighbours
The Cave
Puffin Peter
Little Red
Dear Zoo

Oliver's Vegetables
Fussy Freda
I am Bear
Oh the Places you'll go
Funnybones
Juniper Jupiter

Prime Areas

**Personal, Social and
Emotional Development**

I can select and use
resources in my new
classroom with
guidance from my
teachers.

I am getting used to
the routine of my
classroom and
learning about what
good behaviour looks
like.

I am making friends and
building relationships
with my teachers.

**Communication and
Language**

I can wait my turn
to speak to my
friends and my

**Personal, Social and
Emotional Development**

I am continuing to develop
my friendships and
relationships.

I am exploring my feelings
and the feelings of others.

I am increasingly aware of
boundaries and how my
actions affect others.

**Communication and
Language**

I can speak to
an audience and
orally compose

**Personal, Social and
Emotional Development**

I can choose resources
independently and can
manage my own learning in
the continuous provision.

I can identify and
recognise my feelings and
the feelings of others.

I can tackle challenges and
show resilience.

**Communication and
Language**

I can maintain a longer
conversation with an
adult or friend,

**Personal, Social and
Emotional Development**

I am starting to manage
my feelings and regulate
my behaviour.

I can independently
manage my own needs.

I persevere even when I
find things difficult and
will ask for help if I need
it.

**Communication and
Language**

I can hold a
conversation with an
adult or friend,

**Personal, Social and
Emotional Development**

I can talk about how I am
feeling.

I can solve conflicts with
my friends and understand
about playing
cooperatively.

**Communication and
Language**

I can listen attentively
and respond to what
I hear with

**Personal, Social and
Emotional Development**

I can play cooperatively
and take turns.

I can give focussed
attention to a task or
activity working towards a
goal and I am confident to
try new activities.

I can manage my hygiene
needs effectively.

**Communication and
Language**

I can offer explanations
for why things might
happen, making use

<p>teachers.</p> <p>I can repeat modelled sentences.</p> <p>I can direct my speech at a teacher or to my friends.</p> <p>I talk to my friends whilst engaged in play with them.</p>	<p>simple sentences using new vocabulary that I have learnt.</p> <p>I speak with expression and make my wishes clear to my friends and my teachers..</p> <p>I can listen to a question and answer with a relevant response.</p>	<p>switching from topic to topic.</p> <p>I am beginning to use an increasingly complex conjunctions such as 'and'</p> <p>I can make some relevant comments during story time, discussions and Interactions using the new vocabulary that I have learnt.</p>	<p>providing more detail When asked.</p> <p>I can ask questions to find out more information during conversations.</p> <p>I can use my new vocabulary in different contexts.</p> <p>I am beginning to use the correct tenses, past, present and future.</p>	<p>relevant questions, comments and actions.</p> <p>I can hold conversation when engaged in back-and-forth exchanges with my teacher and friends.</p> <p>I participate in small groups, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.</p>	<p>of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>I can express my ideas and feelings about my experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modeling and support from my teacher.</p>
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<u>Physical Development</u>					
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<p><u>Fine Motor</u></p> <p>I can use a comfortable grip with developing control, using a modified tripod grasp.</p> <p>I am beginning to write the letters in my name.</p> <p>I can use one-handed tools and equipment including making snips with scissors and developing more control.</p> <p>I can draw lines and circles with meaning.</p> <p><u>Gross Motor</u></p> <p>I can walk, run, crawl and climb independently.</p>	<p><u>Fine Motor</u></p> <p>I can hold writing implements using a tripod grasp.</p> <p>I can draw faces with features and shapes that represent objects, people, animals and places.</p> <p><u>Gross Motor</u></p> <p>I can walk, run, crawl, climb, hop, jump and skip with increasing control.</p>	<p><u>Fine Motor</u></p> <p>I can use scissors with developing precision and small tweezers, Mobilo and lego to build models.</p> <p><u>Gross Motor</u></p> <p>I can move along the outdoor balance beam independently.</p> <p>I can throw a variety of balls, frisbees and other resources to support with throwing and catching.</p>	<p><u>Fine Motor</u></p> <p>I can replicate patterns, letters and numbers with ease.</p> <p>I can use appropriate tools with precision to achieve a planned Effect.</p> <p><u>Gross Motor</u></p> <p>I can manage my own risks when traveling over, under, through apparatus.</p> <p>I can run, kicking a ball and keeping up with it.</p>	<p><u>Fine Motor</u></p> <p>I can use a knife and fork with precision.</p> <p>I can draw things that I have observed or imagined with detail.</p> <p><u>Gross Motor</u></p> <p>I can move in imaginative ways.</p> <p>I can pedal a bike with stabilisers.</p>	<p><u>Fine Motor</u></p> <p>I can hold a pencil effectively in preparation for fluent writing - using the tripod grip.</p> <p>I can show accuracy and care with drawing.</p> <p><u>Gross Motor</u></p> <p>I can negotiate space and obstacles safely, with consideration for myself and others.</p> <p>I can demonstrate strength, balance and coordination</p>
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when playing.
I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Specific Areas

Literacy

Phonics

	Set 1 sounds	Tricky Words
Week 1	m a s d	I
Week 2	t i n p	the
Week 3	g o c k	no
Week 4	u b f e	you
Week 5	l h s h r	of

Reading Comprehension

I can listen to a story without becoming distracted.

I can turn pages in a book and know to go from front to back.

I can spot the difference between text and illustrations in a book.

Word Reading

I can spot the initial sound in my name and point out the letters that I have learnt in story books and the environment.

Literacy

Phonics

	Set 1 sounds	Tricky Words
Week 1	j v y w	my
Week 2	th z ch qu	said
Week 3	x ng nk	your
Week 4	Review set 1 sounds	are
Week 5		be

Reading Comprehension

I can retell a story using props.

I can look at a book independently.

I can say what happened at the beginning, middle and end of a story.

I can recognise print in the environment.

Word Reading

I can start to orally blend words when segmented by an adult.

Literacy

Phonics

	Set 2 sounds	Tricky Words
Week 1	ay ee	what
Week 2	igh ow	all
Week 3	oo oo	was
Week 4	ar or	we
Week 5	Review	

Reading Comprehension

I can sequence a familiar story and answer 'why?' questions.

I can point out similar characters in different stories.

Word Reading

I can fill in a missing word from a rhyme, familiar story or song.

I can say a sound for each letter in the alphabet and some diagraphs.

Literacy

Phonics

	Set 2 sounds	Tricky Words
Week 1	air ir	so to
Week 2	ou oy	me call
Week 3	Review	her he want
Week 4		go old some there

Reading Comprehension

I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.

Word Reading

I can say a sound for each letter in the alphabet and at least 10 diagraphs.

I can read words

Literacy

Phonics

Focus on securing set 1 and set 2 sounds and blending CVCC and CCVC words.

Reading Comprehension

I can anticipate key events in a story and make links to other stories.

Word Reading

I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

Literacy

Phonics

Focus on securing set 1 and set 2 sounds and building reading fluency.

Reading Comprehension

I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

Writing
I can write some letters in my name and the letters that I have learnt using a modified tripod grip.

Writing
I can write letters, some of which are recognisable.
I can give meaning to the marks that I make.

I can orally blend with more accuracy and I am starting to blend simple CVC words.

Writing
I can write recognisable letters, most of which are correctly formed.
I can use a secure tripod grip.

consistent with my phonic knowledge by sound blending.

Writing
I can spell words by identifying sounds in them and representing the sounds with a letter or letters.
I can use a writing frame to check my writing.

Writing
I can write simple phrases and sentences that can be read by others.
I can use a writing frame to check my writing.

Writing
I can write simple phrases and sentences that can be read by others.
I can edit my own writing.

Mathematics

Mastering Number (NCTEM)
Revision of numbers 1-5.
1:1 Correspondence.
Counting to 5.
Counting Rhymes and Songs.
Showing and making numbers using objects.
Language of Comparison.

Power Maths

Week 1-3	Number and Place Value	Unit 1 Numbers to 5
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Mathematics

Mastering Number (NCTEM)
Subitise within 5.
Patterns within 4.
Use fingers to represent quantities.
1:1 Correspondence/ know the last number counted is how many.
Counting rhymes and songs.
Cardinality of 5.
Count beyond 5.
Recognise numerals to 5
Numbers made with 1s.
Compose own numbers within 5.
Explore parts and whole.
Compare sets.
Language of comparison.
Compare by looking/subitising.
Compare equal sets.
Patterns AB ABB AAB.

Power Maths

Week 6-7	Properties of shape	Unit 3 Shape
Week	Addition and	Unit 4

Mathematics

Mastering Number (NCTEM)
Subitise within 5.
Structured and random patterns to 5 and more than 5. Patterns with small groups and 1 more.
Match arrangements to fingers.
Verbal counting to 20 and beyond.
Counting objects.
Order numbers.
Composition of 5 with missing/hidden parts.
Composition of 6.
Numbers to 10 as 5 and some more.
Compare and use language to compare.
Play comparison games.
Compare by matching equal sets.
Explore making unequal sets.
2D and 3D shapes.

Power Maths

Week 1-2	Number and Place Value	Unit 7 Numbers to 10
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Mathematics

Mastering Number (NCTEM)
Symmetrical Patterns/Doubling.
Cardinality of numbers within 10.
Counting beyond 20.
Odd and even numbers using the 'shape' of these.
Begin to link even numbers to doubles.
Begin to explore composition within 10.
Compare numbers and reason using its 'how manyness'/position in the number system.
Positional and ordinal language.

Power Maths

Week 7-8	Addition and Subtraction	Unit 11 number Bonds to 10
Week	Addition	Unit 12

Mathematics

Mastering Number (NCTEM)
Familiar subitising patterns.
Subitising with number patterns.
Know when to count and when to subitise.
Verbal counting to 20 and beyond.
Counting from different starting points.
Composition of 10.
Order sets of objects.
Height and length-ordering 3 objects by a set criteria.

Power Maths

Week 1-2	Addition and Subtraction	Unit 14 Counting on and counting back
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Mathematics

Mastering Number (NCTEM)
Consolidation of understanding of mathematical concepts previously taught through working in a variety of contexts and with different numbers.
Weight- ordering 3 objects by weight.
Language of weight.

Power Maths

Week 7	Properties of shape	Unit 17 Shape
Week 8	Number and Place value	Unit 18 Measure

Week 4-5	Number and Place Value	Unit 2 Comparing groups within 5
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8-9	Subtraction	Change within 5
Week 10	Addition and Subtraction	Unit 5 Number Bonds within 5
Week 11	Properties of shape	Unit 6 Shape

Week 3	Number and Place Value	Unit 8 Comparing Numbers within 10
Week 4	Addition and Subtraction	Unit 9 Addition to 10
Week 5-6	Number and Place Value	Unit 10 Measure

9	and Subtraction	Subtraction
Week 10-11	Properties of shape	Unit 13 Exploring Pattern

Week 3	Number and place value	Unit 15 Numbers to 20
Week 4-6	Multiplication and Division	Unit 16 Numerical patterns

Week 9	Addition and Subtraction	Unit 19 Sorting
Week 10	Measurement	Unit 20 Time

Understanding the World

People and Communities

I can talk about my family and compare past and present.

The World

I can talk about where I live and how I get to school.

Technology

I can understand cause and effect when using ICT equipment e.g. press forward to move it forward.

Expressive Arts and Design

Drawing and Creating

I can draw faces with

Understanding the World

People and Communities

I can talk about the lives of the people around me and those who are important to me.

The World

I can understand some important processes and changes in the natural world around me, including the Seasons and weather.

Technology

I can talk about the different uses of technology in my house and in my school.

Expressive Arts and Design

Drawing and Creating

I can independently select

Understanding the World

People and Communities

I can recognise that people have different beliefs and celebrate special times in different ways.

The World

I can recognise some similarities and differences between life in this country and life in other countries.

Technology

I can use an app or game to support my learning with adult support.

Expressive Arts and Design

Drawing and Creating

I can draw things that I

Understanding the World

People and Communities

I can identify similarities and differences between jobs.

The World

I can explore the natural world around me, making observations and drawing pictures of animals and Plants.

Technology

I can use an app or game to support my learning with adult support.

Expressive Arts and Design

Drawing and Creating

I can choose and use

Understanding the World

People and Communities

I can identify some similarities and differences between different religious and cultural communities in this country.

The World

I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Technology

I can confidently use a simple app or game to support my learning.

Expressive Arts and Design

Drawing and Creating

I can safely use and

Understanding the World

People and Communities

I can identify emergency situation and know how to get help.

I can talk about similarities and differences between things in the past and now

The World

I can describe their immediate environment using knowledge from observation, discussion stories, non-fiction texts and Maps.

Technology

I can confidently use a simple app or game to support my learning.

Expressive Arts and Design

Drawing and Creating

I can safely use and

	<p>features and I am beginning to draw shapes that represent objects, people, places.</p> <p>I can experiment with colour using different drawing materials.</p> <p>I can use resources in the classroom to make simple models.</p> <p><u>Role-play</u></p> <p>I can pretend a resource is something else when reenacting familiar events/story.</p> <p><u>Music, singing and dancing</u></p> <p>I can change the sound of instruments by playing them in different ways and can respond to instructions e.g. stop / start, fast / slow etc.</p> <p>I can sing as part of a group.</p>	<p>a range of tools for a purpose.</p> <p>I can start to use drawing tools with a comfortable tripod grip.</p> <p>I can use a variety of ways to join items - glue, masking tape, sellotape, string ribbon.</p> <p><u>Role-play</u></p> <p>I can use experiences, imagination and learnt stories to develop story lines in my play.</p> <p><u>Music, singing and dancing</u></p> <p>I can begin to make musical patterns by repeating sounds.</p> <p>I can copy actions to accompany a song.</p>	<p>have observed or imagined with detail.</p> <p>I can cut straight lines independently using scissors with more accuracy.</p> <p>I can build structures using familiar resources and explain my creations.</p> <p><u>Role-play</u></p> <p>I can enhance my play using resources of my own choosing and vocabulary that I have learnt.</p> <p><u>Music, singing and dancing</u></p> <p>I can identify if music is 'happy', 'sad' or 'scary'.</p> <p>I can make up my own dance movements by recognising the emotion of music.</p>	<p>appropriate drawing tools to achieve my goal and use a wide range of objects to create accurate Representations.</p> <p>I can cut straight lines independently using scissors accurately.</p> <p>I can choose and use the most appropriate joining method for my creations.</p> <p><u>Role-play</u></p> <p>I can solve problems in my play playing cooperatively and turn taking in narrative play with my friends.</p> <p><u>Music, singing and dancing</u></p> <p>I can make up rhythms for others to copy and can copy rhythms played for me.</p> <p>I can perform songs for others either as part of a group or solo.</p>	<p>explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function</p> <p>I can share my creations, explaining the process I have used.</p> <p>I can create collaboratively sharing ideas, resources and skills.</p> <p><u>Role-play</u></p> <p>I can invent, adapt and recount narratives and stories with my friends and teachers using new vocabulary and making links with prior experiences.</p> <p><u>Music, singing and dancing</u></p> <p>I can recognise and explain emotions in music.</p> <p>I can participate in whole school singing assemblies.</p>	<p>explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function</p> <p>I can share my creations, explaining the process I have used.</p> <p><u>Role-play</u></p> <p>I can invent, adapt and recount narratives and stories with my friends and teachers using new vocabulary and making links with prior experiences.</p> <p><u>Music, singing and dancing</u></p> <p>I can sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and (when appropriate)try to move in time to music.</p>
<p><u>Learning Beyond the Classroom</u></p>	<p>Visit from a new Mummy</p>	<p>Fireworks letter walk around the local area</p>	<p>Trip to Ridgewood Park</p>	<p>Easter Egg Hunt</p>	<p>Trip to Thurstaston Beach</p>	<p>Transition Day</p>