**Physical Development**

**Gross Motor Skills**Negotiate space and obstacles safely, with consideration for themselves and others.  
Demonstrate strength, balance and coordination when playing.  
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Fine Motor Skills**Hold a pencil effectively in preparation for fluent writing – using the tripod grip.

**Communication and Language**

**Listening and Attention**Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions.   
Make comments about what they have heard and ask questions to clarify their understanding.  
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**Speaking**Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.   
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

**Personal, Social and Emotional Development**

**Self-Regulation**Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Managing Self**Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  
Explain the reasons for rules, know right from wrong and try to behave accordingly.  
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Early Learning Goals:**

**Understanding of the World  
Past and Present**Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.   
Understand the past through settings, characters and events encountered in books read in class and storytelling.  
**People, Culture and Communities**Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  
**The Natural World**Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences.

**Expressive Arts and Design**

**Creating with Materials**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  
Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

**Being Imaginative and Expressive**Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song.

**Literacy**

**Comprehension**Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  
**Word Reading**Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  
**Writing**Write recognisable letters, most of which are correctly formed.

**Mathematics**

**Number**Have a deep understanding of number to 10, including the composition of each number.  
Subitise (recognise quantities without counting) up to 5.  
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**Numerical Patterns**Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.