

	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Green Pathway - MID	<p>Listening and Attention: Know how to join in with listening games, e.g. waiting for name and turn. Demonstrate being able to listen to stories in a group, beginning to join in with repeated refrains. Understanding: Understands 2 key word instruction, containing a range of nouns, verbs, propositions. Understands simple questions, giving correct response (who, what, where, how, why?) Speaking: Understands narrative can be used to support play. Knows how to use newly learnt vocabulary in play.</p>	<p>Making Relationships: Know how to take turns within a small group. Knows how to initiate appropriate play with peers. Sense of Self: Know how to access a range of learning based activities in the classroom with confidence and developing resilience. Know how to ask for help when it is needed. Understanding Emotions: Know how to follow class rules and boundaries with minimal prompting. Know how to distract self when upset (beginning to self-regulate with zones of regulation tool). Know how to recognise own feelings using symbols and zones of regulation tool.</p>	<p>Moving and Handling: Know how to negotiate space and obstacles safely moving in different ways. Know how to demonstrate strength, balance and coordination. Know body can be controlled to move in different ways – running, jumping, dancing, hopping, skipping and climbing. Know a simple game can be played with an adult or peer in a pair Know letters can be represented using mark making tools. Knows how to handle a range of tools to create desired effects. Health and Self-Care: Know how to get dressed and undressed independently. Knows to wash hands after using the toilet. Knows some simple ways of how to keep our bodies healthy. Knows how to use cutlery independently. Know the importance of healthy food choices. Know foods have different textures and tastes.</p>	<p>Reading: Knows key characters, story setting and key events in familiar books. Knows how to join with repetitive phrases in familiar stories in a small group. Demonstrates listening to songs and rhymes, joining in, when in a small group. Knows how to apply phonics knowledge to read CVC words. Knows first 20 high frequency words. Writing: Knows how to write letters from the alphabet, forming most correctly. Knows how to apply writing in play. Knows how to apply phonics knowledge to spell CVC words (segmenting). Knows how to write own first name with accuracy.</p>	<p>Numbers: Know rote counting to 10. Know the value of numbers to 10. Know the composition of numbers to 10. Know how to subitise to 5. Know number bonds to 10. Mathematics, Spatial Awareness, Shape, Pattern and Measures: Names simple 2D shapes and knows their properties. Knows how to order objects by their size. Knows how to order objects by their weight. Knows and uses the language full and empty. Knows positional language and can describe position of objects (on, off, under, next to, behind). Knows how to create a simple 2 step pattern. Knows language associated with time (now, later, before, day, night, yesterday, tomorrow). Knows some coins and can use them when role play shopping.</p>	<p>People and Communities: Knows significant special personal events. Knows simple similarities and differences between themselves and others. Knows simple differences between and key features of celebrations in different cultures and religions. Know key features of familiar religious and cultural celebrations. Know the simple terms past and present and how the past relates to their own lives and their families. Know simple similarities and differences between things in the past and now. The World: Know key features of their natural and built up environment. Know there are similarities and differences between the natural world around them and contrasting environments linked to stories. Know there are similarities and differences between life in this country and life in other countries linked to stories and non-fiction texts. Knows the names of features of their immediate environment, beginning to recognise similarities and differences between places. Knows how to take part in investigations, recording findings. Knows similarities and differences between animals and plants. Know the basic parts of a human body (head, eye, ear, nose, mouth, arm, leg, hand, foot, body). Know the names of the four seasons. Know the names of simple weather types (sun, snow, wind, rain). Know clothing suitable for different types of weather. Know the concepts light and dark. Know simple similarities and differences between materials encountered. Know materials may change as a result of own actions (mixing). Know materials may change over time and recognise these changes (melting). Know how to carry out a simple investigation to explore material changes. Technology: Know technology can be used for a purpose, e.g. record findings with ipad camera. Know how to use a keyboard to type name. Know technology can be used for different purposes. Know how to complete a simple computer programme/app independently. Know how to take a photo and record a video with an ipad/tablet and know how to retrieve it. Know there may be risks when accessing online technology and identify what to do to keep safe.</p>	<p>Creating with Materials: Know the names basic colours. Know how to use tools safely. Know which tools are used to fulfil a purpose. Know construction materials can be joined, stacked, balanced and used to enclose/create spaces. Know ideas can be represented through 3D and 2D work. Know how to use various construction materials to build models. Demonstrates joining in with singing and dancing games. Being Imaginative and Expressive: Demonstrates engagement in story based role play. Knows own dance movement can represent something else (e.g. animal). Demonstrates role play independent of support. Knows experiences can be represented through art. Know and explore the work of a famous artist. Know drawing and painting can be used to share own ideas and imagination.</p>
Purple Pathway - SLD	<p>Listening and Attention: Demonstrate enjoyment when listening to songs and rhymes. Knows how to identify familiar sounds in the environment. Understanding: Understands simple sentences (including questions and instructions). Understands simple verbs (sitting, walking, painting, jumping, running, drinking, eating) by selecting correct picture. Speaking: Understands activities can be communicated about using chosen method (PECS, signing, verbal) including nouns, verbs and adjectives. Knows how to communicate needs and wants using preferred method.</p>	<p>Making Relationships: Know how to take turns with a peer. Understand how to join in with play with peers with support from adults. Sense of Self: Know how to recognise and communicate likes and dislikes. Know how to engage in a range of activities with adult support. Understanding Emotions: Understand adults can support in accessing self-regulation activity when upset. Understands how to follow adult led direction for routine based activity, e.g. sitting in circle for goodbye song.</p>	<p>Moving and Handling: Begin to know how to run and negotiate space and obstacles safely. Begin to know how to demonstrate strength, balance and coordination. Know body can be controlled to move in different ways by copying movements—running, jumping, dancing, hopping, skipping and climbing. Demonstrate catching a large ball. Knows how to overwrite letters using mark making tools. Health and Self-Care: Demonstrates toileting routine with verbal prompting, including washing hands. Knows how to dress and undress with verbal prompting. Knows how to drink using a cup. Knows how to use cutlery with verbal prompting. Begin to know the importance of healthy food choices. Begin to know foods have different textures and tastes</p>	<p>Reading: Knows how to communicate about stories with symbol support. Knows missing word in known songs and rhymes and joins in. Knows words from familiar, repetitive stories and joins in. Knows initial letters in familiar and unfamiliar words, including own name. Knows how to match own name and some simple words. Writing: Knows how to overwrite own name. Knows how to copy lines and circles. Knows meaning can be given to marks made, e.g. drawing a picture of a story character.</p>	<p>Numbers: Knows how to join in with actions in number rhymes. Understands one and lots. Knows how to use props appropriately in number rhymes, removing objects at correct moment during song. Knows quantities change when objects have been added to or taken away. Understands value of one and two in play activities. Mathematics, Spatial Awareness, Shape, Pattern and Measures: Knows names of simple 2D shapes. Knows how to match objects by their size. Knows and understands vocabulary heavy or light. Knows and understands vocabulary full or empty. Knows shapes can be used to make models. Understands now and next. Demonstrates role play shopping with support.</p>	<p>People and Communities: Begin to know key features of their natural and built up environment. Begin to know there are similarities and differences between the natural world around them and contrasting environments linked to stories. Begin to know there are similarities and differences between life in this country and life in other countries linked to stories and non-fiction texts. Begin to know key features of familiar religious and cultural celebrations and recognise some simple similarities and differences between different religions and cultural communities. Begin to know there are similarities and differences between others. Demonstrates sense of family and home experiences through simple role play. Begin to know the simple terms past and present and how the past relates to their own lives and their families. Begin to know simple similarities and differences between things in the past and now. Begin to know the basic parts of a human body (head, eye, ear, nose, mouth, arm, leg, hand, foot, body). The World: Engages in simple investigations with adult support. Plays with small world models related to place, e.g. farm, seaside. Uses non-fiction books to find out about place, plants and animals with support. Begin to know similarities and differences between plants and animals. Begin to know simple features of plants. Begin to know the basic parts of a human body (head, eye, ear, nose, mouth, arm, leg, hand, foot, body). Begin to know key features of their natural and built up environment. Begin to know there are similarities and differences between the natural world around them and contrasting environments linked to stories. Begin to know there are similarities and differences between life in this country and life in other countries linked to stories and non-fiction texts. Begin to know the names of the four seasons. Begin to know the names of simple weather types (sun, snow, wind, rain). Begin to know clothing suitable for different types of weather. Begin to know the concepts light and dark. Begin to know simple similarities and differences between materials encountered. Begin to know materials may change as a result of own actions (mixing). Begin to know materials may change over time and recognise these changes (melting). Technology: Begin to know technology can be used for different purposes. Begin to know how to use a keyboard to type own name. Begin to know how to complete a simple computer programme/app independently. Begin to know how to take a photo and record a video with an ipad/tablet and begin to know how to retrieve it. Begin to know there may be risks when accessing online technology and identify what to do to keep safe.</p>	<p>Creating with Materials: Begins to join in with songs and rhymes copying actions. Begin to know the names of basic colours and match them. Begin to know how to use tools safely. Begin to know which tools are used to fulfil a purpose. Begin to know construction materials can be joined, stacked, balanced and used to enclose/create spaces. Begin to know ideas can be represented through 3D and 2D work. Knows symbols can be used to name creations. Knows to stack blocks to build a simple structure. Being Imaginative and Expressive: Demonstrates engagement in role play with symbol prompts. Demonstrates role plays familiar simple home experiences independently, e.g. feeding doll. Knows body can be moved to music and copies some movements. Begin to know experiences can be represented through art. Begin to explore the work of a famous artist. Begin to know drawing and painting can be used to share own ideas and imagination.</p>

	<p>Listening and Attention: Knows adult is a communicative partner (through intensive interaction). Demonstrates engagement with an activity of interest for a short period.</p> <p>Understanding: Beginning to know and recognise own name. Know how to select a familiar object when asked, e.g. find drink (from selection of 2).</p> <p>Speaking: Demonstrates simple interaction with an adult during intensive interaction session. Knows gesture can be used to request basic needs and wants.</p>	<p>Making Relationships: Be aware of the actions of others (observing activities/play of peers). Know how to engage in simple turn taking games with an adult, e.g. rolling a ball.</p> <p>Sense of Self: Know how to use gesture to make simple requests, e.g. which activity to play with. Understands an adult can be used as a tool to help achieve a goal.</p> <p>Understanding Emotions: Know an adult can support in self-regulation when upset. Understands 'no' by showing appropriate response.</p>	<p>Moving and Handling: Begin to run. Demonstrate using body to climb. Show awareness of a large ball and begin to interact with it. Be aware of how bodies can be controlled to move in different ways. Be aware of movements creating marks, e.g. running hands through sensory tray.</p> <p>Health and Self-Care: Be aware of routine for toileting. Demonstrates cooperation with dressing/undressing, e.g. removes arm from coat. Knows how to use cutlery with adult support. Be aware of healthy food choices. Be aware of different textures and tastes through exploration.</p>	<p>Reading: Demonstrates sharing a book with an adult. Knows pages can be turned in a board book and flaps can be lifted. Demonstrates listening to a short story with sensory elements. Demonstrates interest in photos meaningful to them. Knows how to make a choice from two nursery rhymes to indicate which one they would like to listen to.</p> <p>Writing: Knows how to make marks in messy media with hands, sometimes discovering by chance. Knows how to handle objects using pincer grip, e.g. small objects. Knows how to use a tool with support to make a range of marks.</p>	<p>Numbers: Knows objects have been removed (e.g. during number songs). Understands object permanence. Be aware of number through number rhymes. Knows objects can be counted by helping an adult count number rhyme objects with hand on hand support.</p> <p>Mathematics, Spatial Awareness, Shape, Pattern and Measures: Aware of shapes using senses. Aware of space and can attempt to place large inset puzzle piece into hole placement. Aware of big and small objects in context. Aware of daily routines, e.g. snack time, home time. Knows how to stack objects with support. Knows how to fill and empty containers.</p>	<p>People and Communities: Be aware of key features of familiar religious and cultural celebrations. Be aware of simple similarities and differences between different religions and cultural communities. Aware of peers, beginning to observe them. Recognise pictures of familiar people. Explore photo books of family and home and be aware of events from the past in photos. Be aware of things that happen 'now' in everyday routines. Be aware of plants and animals and observe them. Be aware of own body parts (through songs and rhymes).</p> <p>The World: Be aware of the key features of their natural and built up environment. Be aware of contrasting features and ways of life in different places linked to stories. Observes animals, people and vehicles. Looks at pictures of different places with interest. Recognise favourite places in photos. Be aware of the four seasons. Be aware of simple weather types (sun, snow, wind, rain). Be aware of clothing suitable for contrasting weather (rain and sun). Know materials have different textures. Be aware of material changes through exploration (mixing). Be aware of material changes over time (melting).</p> <p>Technology: Be aware of a range of technologies and that they can be used for different purposes. Be aware of technologies to support communication. Be aware of my actions creating effects when using technologies. Be aware of using technology to take photos and be aware of how to retrieve them. Be aware of risks when accessing online technology and be aware of what to do to keep safe.</p>	<p>Creating with Materials: Demonstrates enjoyment in listening to songs and rhymes. Knows instruments can be explored to discover their sound made. Be aware of tools used to fulfil a purpose. Be aware of construction materials and how they can be joined, stacked, balanced and used to enclose/create spaces. Aware of marks made in messy media. Knows how to hold a tool for a few seconds to make marks with hand on hand support. Knows how to explore different sensory mark making with hand over hand support.</p> <p>Being Imaginative and Expressive: Demonstrates observing other children in role play areas. Demonstrates responding to music in their own way. Knows how to make a choice from two role play props to explore with adult support. Demonstrate engagement in an art based activity with support of adult for a short period.</p>
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