

Communication and Language What we want our children to learn	Component skills
By the end of Reception: -	
To learn and use new vocabulary across the curriculum through talk and play in different contexts.	- Be exposed to new vocabulary linked to interests and themes. - Understand the meaning of new vocabulary. - Use picture cue cards to reinforce new vocabulary. - Repeated use of new vocabulary. - Repeat modelled words and phrases in talk and play. - Use vocabulary focused on objects and people of particular importance. - Builds up vocabulary reflecting their breadths and experiences. - Extend vocabulary by grouping, naming and exploring the meaning of new words. - Use the language to imagine and recreate roles and experiences in play situations.
To connect ideas and actions using a range of connectives.	- Begin to use complex sentences to link thoughts, using and, because. - Understand a range of complex sentences structures. - Use vocabulary focused on objects and people who are of particular importance to them. - Become familiar with a range of connectives. - Can retell a simple past event in the correct order. - Uses talk to connect ideas, explain what is happening and anticipate what might happen next. - Recall and relive past experiences.
To use talk to work out problems, organise thinking and explain how things work and why things happen.	- Speak in full sentences. - Use an increasing vocabulary of words and phrases. - Ask questions using who, what, when and how. - Ask questions about why things happen. - Give explanations as to why things happen.

	• Talk and work as part of a group. • Think out loud about how to work things out. • Understand questions. • Use modelled problem solving words and phrases.
• To listen to and talk about stories, building familiarity and using new vocabulary.	• Read and re-read a selection of traditional tales, fiction and nonfiction stories. • Identify and talk about the main characters and events in stories. • Explain what is happening and anticipate what might happen next. • Build up vocabulary to talk about feelings, actions and motives of characters in stories. • To listen to stories with increasing attention and recall. • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
• To understand how to be a good listener and concentrate during appropriate activities.	• Repeat and use modelled active listening skills. • Follow class signals and cues for good listening. • Listen to others in 1:1 or small groups. • Listen to stories with increasing attention and recall. • Maintain attention, concentrate and sit quietly during appropriate activities.
• To be able to have two channelled attention.	• Listen to others in 1:1 or small groups. • Listen to stories with increasing attention and recall. • Maintain attention, concentrate and sit quietly during appropriate activities. • Focus attention, can listen or do and change their own focus. • Follow class signals and cues for good listening.
• To respond to and understand a two part sequence.	• Listen and respond to simple instructions. • Focus attention. • Listen and follow directions.

	• Understand how to listen and follow signals and cues for good listening.
• To retell and sequence a story showing a deep understanding and familiarity.	• Listen to stories with increasing attention and recall. • Maintain attention, concentrate and sit quietly during appropriate activities. • Can retell a simple past event in the correct order. • Use vocabulary to organise, sequence and clarify thinking, ideas, feelings and events. • Use modelled vocabulary to order story – first, then and next.
• To listen to and respond to ideas from conversations and discussions.	• Listen to others in 1:1 or small groups. • Uses vocabulary to connect ideas, recall and relive past experiences. • Builds up vocabulary that reflects the breadths of their experiences. • Speak in full sentences. • Use an increasing vocabulary of words and phrases. • Use language to share feelings, experiences and thoughts.
• To use extended sentences to link thoughts and ideas.	• Speak in full sentences. • Begin to use complex sentences to link thoughts, using and, because. • Understand a range of complex sentences structures. • Use an increasing vocabulary of words and phrases. • Builds up vocabulary that reflects the breadths of their experiences. • Use language to share feelings, experiences and thoughts. • Uses vocabulary to connect ideas, recall and relive past experiences.
• To know and recite at least 10 nursery rhymes and/or traditional tales.	• Goldilocks, 3 Billy Goats, Gingerbread Man, three little pigs • 5 monkeys jumping on the bed, 10 green bottles • Listen to others in 1:1 or small groups.

	• Listen to stories and rhymes with increasing attention and recall. • Maintain attention, concentrate and sit quietly during appropriate activities.
• To listen to and recall stories, poems and events in the correct sequence.	• Listen to stories with increasing attention and recall. • Maintain attention, concentrate and sit quietly during appropriate activities. • Retell a simple past event in the correct order. • Use language to recall past experiences. • Builds up vocabulary that reflects the breadths of their experiences. • Use language to share feelings, experiences and thoughts. • Uses vocabulary to connect ideas, recall and relive past experiences.
• To understand and ask why and how questions.	• Speak in full sentences. • Use an increasing vocabulary of words and phrases. • Ask questions using who, what, when and how. • Ask questions about why things happen. • Give explanations as to why things happen. • Talk and work as part of a group. • Think out loud about how to work things out. • Understand questions. • Use modelled problem solving words and phrases.
• To share a range of non-fiction books and show an understanding of new knowledge and vocabulary.	• Maintain attention, concentrate and sit quietly during appropriate activities. • Listen to stories with increasing attention and recall. • Listen to others in 1:1 or small groups. • Use language to share feelings, experiences and thoughts. • Read and re-read a selection of nonfiction books. • Be exposed to new vocabulary linked to interests and themes. • Understand the meaning of new vocabulary.

	• Use picture cue cards to reinforce new vocabulary. • Repeated use of new vocabulary
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Physical Development What we want our children to learn	Component skills
By the end of Reception: -	
To move confidently, continuing to develop gross motor movements and spatial awareness.	- Negotiate space and be able to adjust speed and direction. - Travel with confidence and skill around, under and over equipment. - Move freely in a range of ways (skipping, hopping, jumping, sliding, crawling, rolling) - Use a range of equipment – climbing frames, tunnels, tyres, balance beams, wheeled toys.
To move with increasing control and skill on their own and with others.	- Travel with confidence and skill around, under and over equipment. - Move freely in a range of ways (skipping, hopping, jumping, sliding, crawling, rolling) - Run faster, jump further, climb higher - Practise skills independently - Practise skills with others
To be able to challenge their own physical abilities.	- Run faster, jump further, climb higher - Choose to move in a range of ways - Jump off and land appropriately - Be highly active every day - Opportunities to spin, rock, tilt, fall, slide, bounce - Test out ideas and adapt movements to reduce risks
To develop overall body strength, co-ordination, balance and agility to engage with a range of physical opportunities.	- Negotiate space and be able to adjust speed and direction. - Travel with confidence and skill around, under and over equipment. - Move freely in a range of ways (skipping, hopping, jumping, sliding, crawling, rolling)

	• Use a range of equipment – climbing frames, tunnels, tyres, balance beams, wheeled toys. • Be highly active every day • Use a range of wheeled resources to balance, sit or ride, pull or push
• To confidently and safely use stable and free apparatus and equipment indoors and outdoors.	• Use a range of equipment – wheeled toys, ropes to pull up on, structure to jump up on off, logs to balance on, climbing walls and slides. • Strong overall body strength • Balance • Negotiate spaces confidently
• To develop and refine ball skills with more precision and accuracy.	• Hand eye coordination • Body strength • Show increasing control over an object in pushing, patting, throwing, catching or kicking • Challenge their skills and ability
• To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.	• Hand eye coordination • Control and coordination • Recognising capital and lower case letters • Phonics knowledge (letter names and sounds)(end of) • Develop gross motor skills • Develop fine motor skills • Correct posture – feet flat on floor, chairs and tables at correct height, elbows flexed • Preference for dominant hand • Clockwise and anticlockwise movements in mark making • Hold pencil between thumb and first two fingers. • Copy letters and patterns • Encourage children to draw freely • Engage in structured activities e.g. guiding them in what to draw, write or copy

• To use simple tools safely and competently to effect changes to materials.	• Handle tools and objects safely and with increasing control • Develop fine motor skills e.g. dough disco, finger gym activities, drawing, writing, threading, paintbrushes, knives, forks and spoons • Develop core strength and stability e.g. crawling, climbing, hanging and pulling themselves up. • Develop upper arm and shoulder strength • Move and rotate their lower arms and wrists independently.
• To understand the importance of physical exercise, healthy eating and factors that support their overall health and wellbeing.	• Observe the effects of activity on their bodies. • Aware of the importance of daily exercise. • Understand the need to eat a varied diet. • Knows that exercise keeps our bodies strong and healthy. • Talk about how to look after their teeth and the importance of daily brushing. • Wash and dry own hands and the importance of keeping them clean. • Describe physical changes to the body that can occur when feeling anxious, tired, angry or sad.

Maths What we want our children to learn	Component skills
By the end of Reception: -	
To recite numbers to 10 forwards and backwards.	- Practice counting including using number rhymes - Daily counting - Reading number and counting books - Morning register routine and daily routines - Activities within continuous provision
To recite numbers 10 to 20 forwards and backwards.	- Practice counting including using number rhymes - Daily counting - Reading number and counting books - Morning register routine and daily routines - Activities within continuous provision
To recognise numbers to 10 and then to 20.	- Know what a mark and a number looks like - Distinguish between numbers and letters. - To have an awareness of numbers within the environment and of personal significance. - To order number cards and match numerals
To build up a repertoire of number rhymes with 10 and recite using the language of counting on and counting back.	10 fat sausages, Ten in a bed, 10 green bottles, 1,2 buckle my shoe, 1 elephant went out to play, 1 little, 2 little, 3 littledinosaurs/cars/ etc..
To match count beyond 10.	- One to one correspondence. - Match number to the amount. - Knowing how many in a set - To estimate amounts and check by counting - Knowing the last number is the total - Select correct numeral for numbers from 1 to 10
To recognise and use the language of 2D and 3D shapes, describing and talking about their properties.	- Show an interest in shapes and space, playing with shapes and making arrangements. - Show an interest in shapes in the environment. - Use shapes appropriately.

	• Talk about the shapes of everyday objects – e.g. round, tall • Begin to use mathematical names for solid and flat shapes. • Explore characteristics of shapes and objects • Begin to use complex sentences to link thoughts • Build up vocabulary that reflects the breath of their experiences • Use talk to organise, sequence thinking
• To confidently investigate and problem solve with 2D and 3D shapes.	• Ask questions to find out more and check understanding • Use talk to work out problems and organise thinking and activities. • Begin to use mathematical names for solid and flat shapes. • Explore characteristics of shapes and objects • Talk about the shapes of everyday objects – e.g. round, tall • Partitioning shapes to make new shapes • Composing and decomposing shapes learning which shapes combine to make others. • Use own ideas to make models of increasing complexity • Solving problems and visualising what they will build.
• To be able to use comparative language when comparing size, length, weight and capacity.	• Order items by length, weight or capacity • Understand the language e.g. long, longer, longest • Use language in the correct context • Repeatedly use the correct language • Use the word than to describe e.g. the orange is heavier than the feather • Confidently find the – longer or shorter, heavier or lighter, more/less full of 2 items. • Compare and predict
• Use everyday language to talk about and describe distance, time and money.	• Understand the language e.g. near and far, first, then, after, before, next, soon and later • Use language in the correct context • Repeatedly use the correct language

	• Order and sequence familiar events • Measure short periods of time in simple ways – timer and calendars • Make and test predictions • Become familiar with measuring tools
• To continue, copy and create repeating patterns.	• Notice a range of patterns • Identify the pattern rule e.g including a,b, a,b,b, a,b,b,c • Copy and continue patterns • Create patterns using familiar objects and recreate • Use language such as repeated, the same • Spot mistakes and discuss how to fix
• To add single digit number up to 10.	• Recognise numerals • Recognise mathematical signs and language • One to one correspondence. • Match number to the amount. • Knowing how many in a set • Knowing the last number is the total
• To subtract single digit number up to 10.	• Recognise numerals • Recognise mathematical signs and language • One to one correspondence. • Match number to the amount. • Knowing how many in a set • Knowing the last number is the total
• To understand one more and one less than and the relationship between consecutive numbers up to 10.	• Counting forwards and backwards • Know numbers to 10 forwards and backwards • Know language of more, less, fewer • Share equally
• To use mathematical symbols and numerals to record and explain mathematical learning.	• Recognise symbols and numerals • Build up vocabulary that reflects the breath of their experiences • Link the numerals with its value

	• Record using marks they can interpret and explain • Identify own mathematical problems based on their own interest and fascinations. • Use signs and strategies of their own choice including numerals, tallies, add or subtract (when appropriate)
• To count objects, actions and sounds, including those that cannot be moved and those from a larger group.	• Knowing how many in a set • Count in order • Match one number name to each item • Subitise • Estimate to give purpose to counting • Realise anything can be counted
• To subitise up to 10.	• Show small quantities in familiar patterns and random arrangements. • Use 5 frames and 10 frames to be aware of the tens structure. • Know how many objects are in a set. • Subitise smaller groups within the number.

Literacy What we want our children to learn	Component skills
By the end of Reception:-	
To write their own full name.	- To recognise name - To hold pencil and form recognisable letters - To write left to right
To write labels and captions independently.	- To hold pencil and form recognisable letters - To write left to right - Use phonics knowledge - To recall familiar environmental signs and logos - To compose their own labels and captions (speech, writing, ideas) - Link sounds to letters - Become familiar with letter groups (sh, ch, igh) - Count the sounds and choose the letters.
To write a sentence using a capital letter, finger spaces and a full stop.	- Speak in a sentence - Hold a pencil and form recognisable letters - Write left to right - Use phonics knowledge - Knowledge of HFW - Give meaning to marks as they write - To compose a sentence independently. - Become familiar with letter groups (sh, ch, igh) - Count the sounds and choose the letters.
To continue a rhyming string.	<i>See phonics phase scheme</i>
To hear initial, middle and end sounds in words.	<i>See phonics phase scheme</i>
To confidently and independently blend and segment sounds in words.	<i>See phonics phase scheme</i>
To form most lower case and upper case letters correctly.	- Hold a pencil and form recognisable letters - Write left to right - Hand eye coordination

	• Control and coordination • Recognising capital and lower case letters • Phonics knowledge (letter names and sounds)(end of)
• To read and write a range of high frequency words.	• Hold a pencil and form recognisable letters • Write left to right • Hand eye coordination • Control and coordination • Recognising capital and lower case letters • Phonics knowledge (letter names and sounds)(end of) • Language rich environment • Know that letters come together to make words • Know the unusual parts of tricky high frequency words (do, said, were)
• To re-read what they have written to make sure it makes sense.	• Read HFW • Phonics knowledge • Read from left to right • Know that letters come together to make words • Know the unusual parts of tricky high frequency words (do, said, were) • Recognising capital and lower case letters • Know the structure of a sentence • To segment and blend decodable words
• To compose a sentence independently.	• Hold a pencil and form recognisable letters • Write left to right • Hand eye coordination • Control and coordination • Recognising capital and lower case letters • Phonics knowledge (letter names and sounds)(end of) • Memorise sentence • Say the sentence aloud.

	• What a sentence looks like. (structure – capital letter, finger spaces and full stop) • Know letter sound correspondences. • Know that letters come together to make words
• To enjoy an increasing range of books and texts.	• Listen and join in with stories and poems. • Show an interest in illustrations and print in books and the environment. • Handle books carefully • Hold books correct way and turns pages. • Know that print carries meaning • Print in read left to right, top to bottom.
• To talk about what they have read.	• Anticipates key events in rhymes and stories • Suggest how a story/poem/rhyme might end. • Describe story setting, events and principal characters. • Show an interest in illustrations and print in books and the environment. • Know information can be relayed in the form of print. • Use complex sentences to link thoughts e.g. using and, because. • Use intonation, rhythm and phrasing to make the meaning clear. • Uses vocabulary to reflect experiences. • Use talk to organise, sequence and clarify thinking.
• To retell a range of stories, including traditional tales.	• Listen and join in with stories and poems. • Joins in with repeated refrains • Anticipate key events and phrases in rhymes and stories. • Be aware of the way stories are structured. • Listen to stories with increasing attention and recall • Use vocabulary and speech that are influenced by their experiences of books • Use talk to organise, sequence and clarify thinking.

	• Sequence events in the right order • Reinact stories
• To decode regular words and read them accurately.	• Phonics knowledge (letter names and sounds)(end of) • Say the sounds in words • Say sounds for the letters from left to right and blend them • Become familiar with letter groups (sh, ch, igh) • Read sounds speedily • Pure pronunciation

Understanding the World What we want our children to learn	Component Skills
By the end of Reception:-	
To talk about members of their family and community and describe people who are familiar.	- Share information about family - Ask questions and make comments - Show an interest in the lives of people who are familiar to them. - Remember and talk about significant events in their own experiences - Recognise and describe special times and events for family and friends - Talk about people they have come across in their community e.g. police, fire, doctors and teachers. - Know some things that make them unique.
To be able to compare and contrast images, characters and figures from the past.	- Show an interest in the lives of people who are familiar to them. - Ask questions and make comments - Use new vocabulary - Use vocabulary to describe similarities and differences - Use and understand a range of tenses - Builds up vocabulary that reflects the breadths of their experiences. - Use vocabulary to describe images and artefacts. - Explore texts, images and stories to develop their understanding of the past and present. - Make comments about a range of fictional and nonfictional characters from a range of cultures and times during story telling.
To explore maps and draw information from them.	- Use positional and directional language. - Record and represent findings - Awareness of local environment and surroundings.

	• Use new vocabulary • Ask questions and make comments • Talk about features of environment • Give meanings to marks • Follow instructions • Explore the local environment • Discuss the features of the environment • Draw simple maps of their environment • Create maps from familiar imaginary story settings
• To recognise people have different beliefs and celebrate special times in different ways.	• Build a rich bank of vocabulary to describe their own lives and the lives of others. • Share experiences and knowledge from different parts of their lives with each other. • Celebrate a variety of festivals and celebrations. • Learn about different faiths and religions.
• To recognise and talk about similarities and differences between life in their and in other countries.	• Learn about where they live • Explore countries around the world • Compare and contrast • Use specific vocabulary to describe • Investigate how people live in other countries • Comment and ask questions about where they live • Understand the vocabulary
• To explore the natural world and use their senses to make observations.	• Know what their senses are and how to use them • Interact with natural processes – ice melting, shadows, floating, magnets and vibration. • Use vocabulary in the correct context. • Touch, smell and hear the natural world around them • Comment and ask questions • Name and describe the plants and animals • Observe plants and animals • Talk about changes and explain why some things occur.

• To explore different environments and understand the effects of changing seasons.	• Know the seasons • Understand and describe seasonal changes • Compare and contrast environments • Use vocabulary in the correct context. • Touch, smell and hear the natural world around them • Comment and ask questions • Name and describe the plants and animals • Observe plants and animals and how they behave differently as the seasons change • Show an understanding of the changes to seasons and weather in their play. • Talk about changes and explain why some things occur.
• To access, understand and interact with a range of technologies to support and develop their knowledge and understanding	• Knows how to operate simple equipment • Completes a simple programme on a computer/IPad • Knows information can be retrieved from the internet and devices. • Handle equipment with care and attention. • Know how to stay safe when using technology.
• Understand similarities and differences in everyday and scientifically	• Explore and investigate a range of equipment e.g. wind-up toys, pulleys etc. • Use vocabulary to talk about their observations and ask questions. • Understand why and how questions. • Opportunities to change materials from one state to another e.g. cooking, melting. • Explore how different materials sink and float. • Investigate light and dark. • Investigate different forces they can feel: - water wheel, sand wheel, push, pull, stretch, bend, magnetic. Sinking, floating, melting, ice balloons, transparent, shadows, baking, magnets, opposites

Expressive Arts and Design What we want our children to learn	Component skills
By the end of Reception:-	
To introduce storylines in their pretend play.	- Join in with pretend play - Use vocabulary focused on objects and people that are of particular importance to them. - Build up vocabulary that reflects the breadths of their experiences. - Uses talk in pretending that objects stand for something else in play. - Plays alongside others who are engaged in the same theme. - Plays cooperatively as part of a group to develop and act out a narrative. - Uses available resources to create props or creates imaginary ones to support in play. - Uses talk to organise sequence and clarify thinking, ideas, feelings and events. - Use language to imagine and recreate roles and experiences in play situations. - Listens and responds to ideas expressed by others in conversation or discussion. - Be able to negotiate and be patient and solve conflicts.
To build upon their previous learning, refining their ideas and developing ways to represent them and work collaboratively sharing ideas, resources and skills.	- Use a range of materials to design, construct and make. - Think and discuss what they want to make. - Talk about problems and how they might be solved as they arise. - Reflect with others on how they have achieved their aims. - Use a range of different techniques for joining materials. - Use a range of materials and tools with care and precision. - Develop their own ideas through experimentation. - Manipulate materials to achieve a planned effect. - Understand that different media can be combined to create new effects. - Selects appropriate resources and adapts work where necessary. - Selects tools and techniques needed to shape, assemble and join materials they are using.

	• Discuss with others responses to what they see. • Notice features, define colours, shapes, textures and smells in their own words. • Work together to develop and realise creative ideas.
• To initiate new combinations of movement and gesture, to express and respond to feelings, ideas and experiences.	• Listen attentively to music, discussing changes and patterns as the music develops. • Learn and use new music vocabulary. • Be aware of different types of music from around the world. • Use a range of costumes and props in their pretend play. • Use movement and sounds to express experiences, ideas and feelings. • Experiment and create movements in response to music, stories and ideas. • Explore different movements and use them freely. • Show an awareness of different feelings and uses movement to express them. • Creates movement in response to music. • Develop preferences for forms of expression.
• To begin to build a repertoire of songs and dances.	• Learn, sing and perform a range of songs and rhymes. • Sings to self and makes up simple songs. • Creates movements in response to music. • Sings familiar songs and rhymes. • Sing call and response songs. • Learn and perform a range of dance movements. • Continue to explore in a range of ways. • Join in with moving, dancing and ring games.
• To confidently select tools and techniques needed to shape, assemble and join materials.	• Realise tools can be used for a purpose. • Use tools for a purpose. • Use a variety of construction materials. • Construct vertically and horizontally, making enclosures and creating spaces. • Understand media can be combined to create new effects. • Manipulate materials to achieve a planned effect.

	• Develop a knowledge of different ways to join materials, using new skills and techniques.
• To safely and competently use tools and resources.	• Realise tools can be used for a purpose. • Use tools for a purpose. • Understand the importance of using and transporting tools safely. • To show awareness of storing resources and tools.
• To construct with a purpose in mind, using a variety of resources.	• Manipulate materials to achieve a planned effect. • Uses various construction materials. • Construct vertically and horizontally making enclosures and spaces. • Join construction pieces together to build and balance. • Select tools and techniques needed to shape, assemble and join materials. • Use tools and materials to explore their interests, enquires and develop their thinking. • Understand they can use lines to enclose a space and uses these shapes to represent objects. • Create representations of imaginary and real life ideas, events, people and objects.
• To explore and engage in music making, dance and performing solely or in groups.	• Develop preferences for forms of expression. • Use movement to express feelings. • Create movements in response to music. • Make up rhythms and keep a steady beat. • Move in time to music and respond to changes in pulse. • Copy and perform dances including pop songs and traditional dances from around the world. • Listen and respond to ideas expressed by others. • To make up their own dance moves using steps and techniques they have used. • Play movement and listening games. • Sing to self and make up simple songs.
• To develop colour mixing techniques and refine a variety of artistic effects to express ideas and feelings.	• Know the names of colours including primary and secondary. • To be able to mix colours to create new colours. • Explore what happens when they mix colours.

	• Use vocabulary related to skills and techniques. • Understands different media can be combined to create new effects. • Experiment with different tones and shades. • Learn and use new tools and techniques for a desired effect. • Experiment with colours, including paint, pastels, paper and chalk. • Show an understanding of the links between colours and feelings. • Use vocabulary to organise sequence and clarify thinking and ideas.
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Personal, Social and Emotional Development What we want our children to learn	Component skills
By the end of Reception:-	
To build constructive, respectful relationships with peers and adults.	- Listen to others in 1:1 or small groups. - Initiate conversations. - Share and cooperate with peers. - Spend time in friendship groups as well as other groupings. - Demonstrate friendly behaviour. - Share experiences and play ideas. - Show consideration of other people's needs. - Seek out others to share experiences with. - Help, listen and support each other.
To confidently play cooperatively with other children, initiating conversations, sharing ideas, taking account of what others say.	- Demonstrate friendly behaviour. - Share experiences and play ideas. - Show consideration of other people's needs. - Seek out others to share experiences with. - Help, listen and support each other. - Can play in a group extending and elaborating play ideas. - Initiate play, offering cues for peers to join in. - Keeps play going by responding to what others are saying or doing. - Take steps to resolve conflicts with other children. - Listen to others. - Take turns and share. - Use language to imagine and recreate roles and experiences.
To talk about their own needs and feelings and consider the needs and feelings of others.	- Take part in activities that encourage talk about feelings and opinions. - Express their feelings using descriptive vocabulary. - Show consideration of other people's needs. - Help, listen and support each other.

	• Show confidence to speak to others. • Talk about how others might be feeling. • Recognise behaviours, actions and words can hurt others. • Understand their own feelings and offer empathy and comfort to others.
• To see themselves positively and talk about their abilities.	• Become more aware of their similarities and differences between themselves and others. • Show confidence speaking to others. • Can describe what they do well and what they are getting better at. • Speak clearly and in full sentences. • Know what makes them special and unique. • Confident to speak to others. • Be aware of their interests, likes and dislikes, express their own preferences.
• To confidently approach challenges and problem solving activities with resilience and perseverance.	• Recognise their own personal achievements. • Talk about their work and play. • Reflect and self-evaluate their own work. • Have a go. • Be aware that mistakes are an important part of learning. • Set own goals and to achieve them. • Find ways to solve problems. • Find new to do things. • Persist with an activity when challenge occurs.
• To be able to talk about how they and others show feelings; behaviour and its consequences; and what behaviour is unacceptable.	• Be aware of their own feelings. • Know that some actions can hurt others feelings. • Understand their actions affect other people. • Be aware of boundaries set. • Be aware of behavioural expectations in the setting. • Negotiate and solve problems without aggression. • Express their needs and wants.

	• Speak confidently and clearly with others. • Listen to others.
• To understand and follow rules independently, in groups, class and school.	• Be aware of boundaries set. • Be aware of behavioural expectations in the setting. • Listen to others. • Work independently and as part of a team. • Be sensitive to ideas of justice and fairness.
• To adjust their behaviour to different situations.	• Can tolerate delay when needs are not met immediately. • Understand their wishes may not always be met. • Can tolerate changes to school routine. • To share and take turns.
• To make independent choices and manage their own needs.	• Understand the need for good hygiene. • Select and use resources with help. • Enjoys responsibility for carrying out small tasks. • Shows confidence in asking adults for help. • To understand their own needs.
• To know the importance of physical exercise and healthy diet and talk about ways to keep healthy and safe.	• Understand the need for good hygiene. • Understand what is healthy and unhealthy. • Knows how exercise affects the body. • Can say how to be healthy and safe. • To know our body needs daily exercise. • To eat healthy foods.