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| **Reading (S):** | | | | | |
| identify which letter makes an identified sound and begin to match letters / short words with support. |  |  |  |  |  |
| Select and recognise or read a small number of words |  |  |  |  |  |
| In familiar stories, anticipate words / signs / symbols and / or phrases with support. |  |  |  |  |  |
| Indicate or sign the correct picture or object (when 3 are presented) when the adult says or signs the first sound |  |  |  |  |  |
| Point to pictures of characters and places in response to questions such as "Where is (the)? |  |  |  |  |  |
| Link significant events from my experience of stories, paying attention to sequence and how events lead to one another. |  |  |  |  |  |
| **Writing (S):** | | | | | |
| Produce some meaningful print / signs / symbols associated with my name or familiar spoken words. |  |  |  |  |  |
| Produce some meaningful print / signs / symbols associated with actions, images or events. |  |  |  |  |  |
| differentiate between letters and symbols and use writing (mark making) as a way to record communication. |  |  |  |  |  |
| Construct three-word sentences. |  |  |  |  |  |
| Use a tripod grip consistently and use a preferred hand for writing and drawing. |  |  |  |  |  |
| **Produce emergent writing that communicates meaning but vowels may be omitted (e.g. dg for dog, ct for cat).** |  |  |  |  |  |
| Use full stops occasionally but I don't yet have a secure grasp of their function |  |  |  |  |  |
| **Number (S):** | | | | | |
| Recognise the numerals 1, 2 and 3 during a range of activities. |  |  |  |  |  |
| **Count reliably up to 3 and make sets of up to three objects.** |  |  |  |  |  |
| **Rote count to 5.** |  |  |  |  |  |
| Use 'one to one' correspondence when pairing objects. |  |  |  |  |  |
| Can join in with counting in new songs, stories and games, which contain a repetitive counting element. |  |  |  |  |  |
| In practical situations, respond appropriately to ‘add one’. |  |  |  |  |  |
| **SSM (S):** | | | | | |
| Demonstrate and use prepositions to describe the locations of objects |  |  |  |  |  |
| Can find a similar object requested by another person. |  |  |  |  |  |
| Manipulate 3D shapes. |  |  |  |  |  |
| Find familiar objects, which are kept in familiar places. |  |  |  |  |  |
| Search for objects not found in their usual place |  |  |  |  |  |
| Sort two sets of like objects where there is a marked difference in size |  |  |  |  |  |
| From a choice of two objects, tell the difference between and understands the terms 'big' and 'small'. |  |  |  |  |  |
| **Working Scientifically (S):** | | | | | |
| Collect objects or materials |  |  |  |  |  |
| Trial actions |  |  |  |  |  |
| Carry out simple instructions (with a. prompt) |  |  |  |  |  |
| Repeat actions when prompted |  |  |  |  |  |
| Carry out simple verbal instructions |  |  |  |  |  |
| Name simple objects |  |  |  |  |  |
| Name simple actions and events |  |  |  |  |  |
| **Understanding the World (S):** | | | | | |
| Answer simple questions about places and people; 'Who can help us? |  |  |  |  |  |
| Sort and classify objects in terms of simple features or properties; e.g. pebbles or rocks found on a local walk, according to colour or size |  |  |  |  |  |
| Show appreciation of taking part in past events |  |  |  |  |  |
| Communicate about activities and events in the past |  |  |  |  |  |
| Communicate my feelings about what is special to me |  |  |  |  |  |
| **Computing (S):** | | | | | |
| Make a selection from 2 switches |  |  |  |  |  |
| Use ICT to interact with another pupil |  |  |  |  |  |
| With some help, print my work |  |  |  |  |  |
| **Arts: Exploring media and materials (S):** | | | | | |
| Use basic tools, with support |  |  |  |  |  |
| Watch others use a basic tool and copy their actions. |  |  |  |  |  |
| Offer responses to making activities. |  |  |  |  |  |
| Can explore materials |  |  |  |  |  |
| Choose tools and materials that are appropriate to the activity |  |  |  |  |  |
| Express preferences in my designing and making. |  |  |  |  |  |
| **Arts: Being imaginative (S):** | | | | | |
| Make marks on paper intentionally on a surface with my fingers |  |  |  |  |  |
| Work in 2 or 2 dimensions and intentionally represent or symbolise an object or an emotion. |  |  |  |  |  |
| Purposefully choose colours or techniques. |  |  |  |  |  |
| Use a growing art vocabulary and begin to express meaning in my work. |  |  |  |  |  |
| Can play an untuned instrument loudly, quietly, quickly and slowly in imitation. |  |  |  |  |  |

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| **Evaluation** |