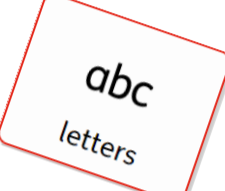


Reading: Read individual letters by saying the sounds for them
Read some letter groups that each represent one sound and say sounds for them

Writing: Begin mark making CVC words with taught sounds e.g. sat

Pre-Phonemic Stage						Early Phonemic Stage		Letter name stage		
Assessment	Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups	Environmental print	Beginning words	Initial and final sounds appear
Picture tells a story to convey message										
Starting point of any point of paper				Mark letters or symbols	Letter strings move from L to R and move down the page	Separated by spaces to resemble different words	Assessment of print read from surrounding	Beginning and ending letters are used to represent words		

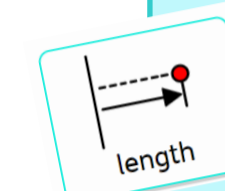


Number: Explore numbers within 6.

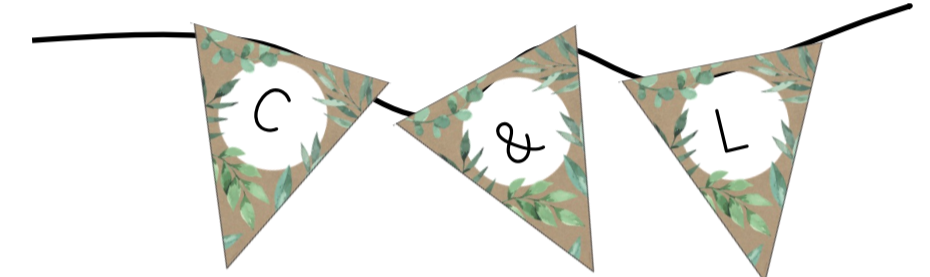
Count objects, actions and sounds.

Numerical patterns: Match sort and compare.

Continue copy and create repeating patterns.



I wonder what changes?



Understands how to listen carefully and why listening is important
Engages in story time
Listens carefully to songs and pays attention to how they sound
learn new vocabulary
Develops social phrases

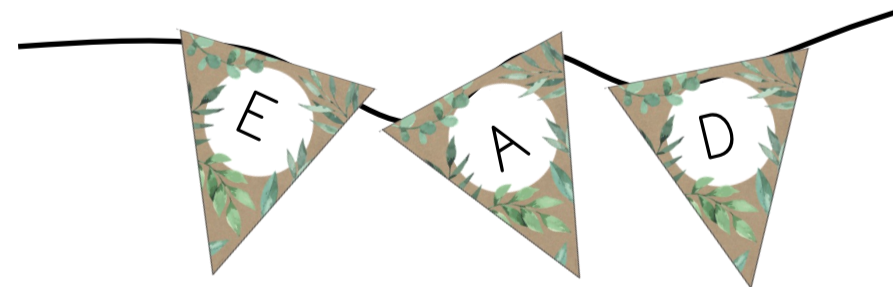
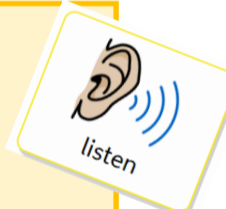


See themselves as a valuable individual.

Manage their own needs.

Build constructive and respectful relationships.

Express their feeling.



Create collaboratively sharing ideas, resources and skills.

Develop storylines in their pretend play

Explore and engage in music making and dance, performing solo or in groups.



Gross motor: revise and refine fundamental movement skills they have already acquired. Confidently and safely use a range of large, small apparatus indoors and outside. Further develop the skills they need to manage the school day successfully e.g. lining up, mealtimes, personal hygiene

Fine motor: Develop their small motor skills so that they can use a range of tools competently safely and confidently e.g., fork, pencil



Comment on images of familiar situations in the past
Talk about members of their immediate family and community
Name and describe people who are familiar to them
Understand that some places are special to members of their community
Talk about family situations in the past
Explore the natural world around them
Describe what they see, hear and feel whilst outside
Know some similarities and differences between different religious and cultural communities in this country drawing

