

Butterflies Autumn Term

Prime Areas

Communication and Language

Prior learning:

I can listen to simple stories and use pictures to help me know what is happening

I can understand simple instructions and questions e.g. Where is your hat?

(Not yet 'why' questions- what, where, who)

I can listen to others talk and start to join in

I can use the names for a range of familiar objects, people and actions

I can use a range of words for time, space, function and description

This Term:

I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes

I can follow simple instructions with up to two key words

I can answer questions using who, what, when, where

I can respond and give my attention when someone speaks to me (using my name helps)

I can use talk in my play to help organise e.g. "You sit there....

I will be the mummy"

I can link words together in the start of a sentence e.g. more milk

Personal, Social, Emotional Development

Prior learning:

I can express a range of emotions and start to talk about them

I can explore the setting confidently knowing that a familiar person is close by

I enjoy the company of other children

I can use the toilet with help

This Term:

I can share or take turns with the support of an adult

I am starting to follow classroom rules

I am becoming outgoing with unfamiliar people in the safe context of the setting

I can select and use activities, with help when needed.

I can play with others extending and elaborating play ideas

I can use the toilet independently

Physical Development

Prior learning:

I can use the toilet with help

I can climb confidently

I am starting to use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)

This Term:

I can use the toilet independently

I can run, jump and hop

I can climb stairs using alternate feet

I can wave flags and streamers and use other large scale muscle movements

I can show a preference for a dominant hand

Maths

Prior learning:

I can count in my play (sometimes I miss numbers)

I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds

I can compare sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc.

I can notice patterns and arrange things in patterns

I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds

I can combine shapes and objects e.g. stacking blocks/ cups

I can use position words in everyday contexts

This Term:

I can recite numbers to 5 and beyond

I am starting to subitise up to two

I can make comparisons between objects- size, length, weight and capacity

I can spot patterns and talk about them e.g. stripes on a scarf

I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc.

I can use shapes for building thinking about their properties e.g. flat sides for stacking

I can use position words in play e.g. in, on, under, up, down, behind and between

Butterflies Autumn Term

Specific Areas

Understanding the World

Prior learning:

I can start to show I know who I am in terms of preferences

I can start to notice some of the differences between people

I can explore natural and man- made materials

This Term:

I can talk about myself and my immediate family

I can talk about different occupations and job roles

I can talk about natural materials using vocabulary linked to all my senses

Expressive Arts and Design

Prior learning:

I can explore art materials for large and small scale art e.g. drawing, paint, sculpture

I enjoy joining in with songs, rhymes and music

I can make rhythmic sounds e.g. banging a drum

I can express my ideas through play, particularly pretend play

This Term:

I can use different art materials and am starting to refine my ways of creating art

I can remember and sing a range of familiar songs

I can explore the different sounds musical instruments make

I can engage in simple pretend play, using some objects to represent others

Literacy

Prior learning:

I can start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc.

I can tune into sounds during listening games

I can show awareness of alliteration e.g. the ssssliperry ssssnake

I can add marks to pictures giving meaning to them

I can add marks to show my name

I enjoy stories, songs and rhymes

I can notice print e.g. familiar logos, bus numbers, my name/ first letter

I can repeat words and phrases from a familiar book

I can join in with some words in familiar songs

This Term:

I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.

I can tune into the sounds in words- showing understanding e.g. Phase 1 activities

I can use some print knowledge for writing e.g. a pretend shopping list

I can write the first letter of my name

I can start to develop play around my favourite stories and props

I have an understanding of letters and print e.g. left to right, top to bottom and book parts etc.

I am starting to notice rhyme and can clap syllables

I can start to join in with familiar stories, rhymes and songs

Butterflies Spring Term

Prime Areas

Communication and Language

Prior learning:

I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes

I can follow simple instructions with up to two key words

I can answer questions using who, what, when, where

I can respond and give my attention when someone speaks to me (using my name helps)

I can use talk in my play to help organise e.g. "You sit there.... I will be the mummy"

I can link words together in the start of a sentence e.g. more milk

This Term:

I can start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc.

I can follow instructions with two key words accurately

I can answer a range of questions. I am starting to understand 'why?' in terms of investigations etc.

I can respond appropriately when I am spoken to e.g. asked a direct question

I know to try and listen when someone else is speaking

I can use some new vocabulary e.g. scientific and story vocabulary

I can develop my sentences e.g. I have more milk

I can express my opinion using short sentences

Personal, Social, Emotional Development

Prior learning:

I can share or take turns with the support of an adult

I am starting to follow classroom rules

I am becoming outgoing with unfamiliar people in the safe context of the setting

I can select and use activities, with help when needed.

I can play with others extending and elaborating play ideas

I can use the toilet independently

This Term:

I can identify feelings using words like happy, sad, angry

I can follow rules and don't always need adult support

I am more confident in new social situations and with new people

I can carry out small tasks e.g. collect the milk

I can talk with others to resolve conflicts and resolve issues (some support needed)

I can manage my toileting needs e.g. using the toilet, washing and drying hands

Physical Development

Prior learning:

I can use the toilet independently

I can run, jump and hop

I can climb stairs using alternate feet

I can wave flags and streamers and use other large scale muscle movements

I can show a preference for a dominant hand

This Term:

I can manage my toileting needs e.g. using the toilet, washing and drying hands

I can handle some of my own hygiene needs e.g. teeth brushing, hand washing

I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.

I can paint/mark make on a large scale

I can start to eat using a knife and fork

I can start to manage zips, putting on coats etc.

Maths

Prior learning:

I can recite numbers to 5 and beyond
I am starting to subitise up to two
I can make comparisons between objects- size, length, weight and capacity
I can spot patterns and talk about them e.g. stripes on a scarf
I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc.
I can use shapes for building thinking about their properties e.g. flat sides for stacking
I can use position words in play e.g. in, on, under, up, down, behind and between

This Term:

I can say one number name for each item
I can show 'finger' numbers to 5
I know that the last number reached tells me how many
I can experiment with symbols and marks (and numerals)
I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting
I can make comparisons between quantities
I can extend a pattern that has been made
I can create my own simple patterns (ABAB)
I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event
I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.
I can give simple directions using position words

Butterflies Spring Term

Specific Areas

Understanding the World

Prior learning:

*I can talk about myself and my immediate family
I can talk about different occupations and job roles
I can talk about natural materials using vocabulary linked to all my senses*

This Term:

I can talk about some of the ways I have changed over my life
I can name other countries in the world
I am positive about the differences between people
I can show care for my environment and plant and care for plants

Expressive Arts and Design

Prior learning:

*I can use different art materials and am starting to refine my ways of creating art
I can remember and sing a range of familiar songs
I can explore the different sounds musical instruments make
I can engage in simple pretend play, using some objects to represent others*

This Term:

I can use self- chosen materials to create my own ideas
I can sing my own created songs and follow pitch, melody and tone
I can play musical instruments with greater control and purpose
I can create more complex small world set ups to adapt and create stories

Literacy

Prior learning:

*I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.
I can tune into the sounds in words- showing understanding e.g. Phase 1 activities
I can use some print knowledge for writing e.g. a pretend shopping list
I can write the first letter of my name
I can start to develop play around my favourite stories and props
I have an understanding of letters and print e.g. left to right, top to bottom and book parts etc.
I am starting to notice rhyme and can clap syllables
I can start to join in with familiar stories, rhymes and songs*

This Term:

I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc.
I can segment sounds in the order in which they occur (with support)
I can change the initial sound to make new words e.g. at-hat, cat, mat, sat
I am using a wider print knowledge for writing
I can write some of my name e.g. first two letters
I can sequence events from stories I have heard
I can hear the sounds in words and am starting to blend them back together
I can spot words with the same initial sound
I am starting to use different vocabulary from books in my play and when talking about stories

Communication and Language

Prior learning:

I can start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc.

I can follow instructions with two key words accurately

I can answer a range of questions. I am starting to understand 'why?' in terms of investigations etc.

I can respond appropriately when I am spoken to e.g. asked a direct question

I know to try and listen when someone else is speaking

I can use some new vocabulary e.g. scientific and story vocabulary

I can develop my sentences e.g. I have more milk

I can express my opinion using short sentences

This Term:

I can explain, describe, recount and retell

I can join in with conversation (linked to listening)

I can use a sentence of 4-6 words e.g.

Can I have more milk please?

I can use connectives to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice

I can listen carefully to songs, stories and rhymes and respond by joining in

I can understand and respond to instructions with:

*2 key words- Put on your hat

*3 key words- Can you wash dolly's face?

I can understand and respond to 'why' questions

I can start a conversation and take it in turns to speak

Butterflies Summer Term

Prime Areas

Physical Development

Prior learning:

I can manage my toileting needs e.g. using the toilet, washing and drying hands

I can handle some of my own hygiene needs e.g. teeth brushing, hand washing

I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.

I can paint/mark make on a large scale

I can start to eat using a knife and fork

I can start to manage zips, putting on coats etc.

This Term:

I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day

I can make healthy choices

I can balance (balance bikes, scooters, climbing)

I can skip, hop and stand on one leg

Personal, Social, Emotional Development

Prior learning:

I can identify feelings using words like happy, sad, angry

I can follow rules and don't always need adult support

I am more confident in new social situations and with new people

I can carry out small tasks e.g. collect the milk

I can talk with others to resolve conflicts and resolve issues (some support needed)

I can manage my toileting needs e.g. using the toilet, washing and drying hands

This Term:

I can talk about my feelings I can understand the feelings of others

I can follow basic instructions and the "rules" of the setting

I am starting to handle new experiences with more confidence

I can play with others cooperatively

I can use appropriate ways of being assertive when needed

I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day

Literacy

Prior learning:

I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc.

I can segment sounds in the order in which they occur (with support)

I can change the initial sound to make new words e.g. at- hat, cat, mat, sat

I am using a wider print knowledge for writing

I can write some of my name e.g. first two letters

I can sequence events from stories I have heard

I can hear the sounds in words and am starting to blend them back together

I can spot words with the same initial sound

I am starting to use different vocabulary from books in my play and when talking about stories

This Term:

I can write some letters with good formation

e.g. the letters from my name

I can orally segment single sound CVC words e.g. c-a-t

I can say the initial sounds in most words

I apply print knowledge to my emergent writing

I can write my own name

I can talk about stories I have heard

I can retell some familiar stories

I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables

I can join in with familiar rhymes and songs (and some patterned stories)

I can use some story language or new vocabulary in my play

Butterflies Summer Term

Specific Areas

Understanding the World

Prior learning:

I can talk about some of the ways I have changed over my life

I can name other countries in the world

I am positive about the differences between people

I can show care for my environment and plant and care for plants

This Term:

I can talk about some of my own and my family's history (grandparents, parents, etc.)

I can talk about the differences I have seen in people, countries and communities

I can talk about the key features of life cycles using key vocabulary

I can talk about the world around us observing animals and plants

Expressive Arts and Design

Prior learning:

I can use self- chosen materials to create my own ideas

I can sing my own created songs and follow pitch, melody and tone

I can play musical instruments with greater control and purpose

I can create more complex small world set ups to adapt and create stories

This Term:

I can use a range of art materials, joining and colour mixing purposefully and freely

I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm

I can start to develop my own stories linked to what I know through role & small world play

Maths

Prior learning:

I can say one number name for each item

I can show 'finger' numbers to 5

I know that the last number reached tells me how many

I can experiment with symbols and marks (and numerals)

I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting

I can make comparisons between quantities

I can extend a pattern that has been made

I can create my own simple patterns (ABAB)

I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event

I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.

I can give simple directions using position words

This Term:

I can count, order, recognise and use numbers to 5

I can link numerals and amounts up to 5

I can solve real world mathematical problems with numbers up to 5

I can subitise up to 3 objects (recognise up to 3 objects quickly without counting)

I can compare quantities using the vocabulary of greater, less, more, fewer and the same

I can talk about patterns and spot errors

I can continue and create patterns

I can sequence a pattern of events using time language e.g. first, next, then.

I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)

I can describe a simple route using position words

