

EARLY YEARS OBJECTIVES OVERVIEW: AUTUMN 1.

Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><i>To play in a group, extending and elaborating play ideas.</i></p> <p><i>To keep play going by responding to what others are saying/doing.</i></p> <p><i>Can select and use resources with help.</i></p> <p><i>Confident to talk to other children when playing &amp; will communicate freely about home and community.</i></p> <p><i>Can describe self in positive terms and talk about abilities.</i></p> <p><i>Explains own knowledge and understanding and asks questions of others.</i></p> <p><i>Aware of the boundaries set and behavioural expectations in the setting.</i></p>	<p><i>Join in with repeated refrains and anticipate key events &amp; phrases in rhymes and stories.</i></p> <p><i>Maintains attention, concentrates and sits quietly during appropriate activity.</i></p> <p><i>Begin to understand 'why' and 'how' questions.</i></p> <p><i>Listen and respond to ideas expressed by others in conversation or discussion.</i></p> <p><i>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall &amp; relive past experiences.</i></p> <p><i>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</i></p> <p><i>Use language to imagine and recreate roles and experiences in play situations.</i></p>	<p><i>Moves freely and with pleasure and confidence in a range of ways.</i></p> <p><i>Use one handed tools and equipment.</i></p> <p><i>Hold pencil between thumb and two fingers.</i></p> <p><i>Negotiate space successfully when playing racing and chasing games.</i></p> <p><i>Show a preference for a dominant hand.</i></p> <p><i>Begin to form recognisable letters.</i></p> <p><i>Dresses with help.</i></p> <p><i>Eats a healthy range of foodstuffs and understands need for variety in food.</i></p> <p><i>Usually dry and clean during day.</i></p>	<p><i>Show awareness of rhyme and alliteration.</i></p> <p><i>Describe main story settings, events and characters.</i></p> <p><i>Know that information can be relayed in the form of print.</i></p> <p><i>Hear and say the initial sound in words.</i></p> <p><i>Sometimes give meaning to marks as they draw and paint.</i></p> <p><i>Gives meaning to marks as they draw, write and paint.</i></p> <p><i>Hear and says the initial sounds in words.</i></p> <p><i>Writes own name.</i></p>	<p><i>Recites numbers in order to ten.</i></p> <p><i>Sometimes matches numeral and quantity correctly.</i></p> <p><i>Compares two groups of objects, saying when they have the same number.</i></p> <p><i>Shows an interest in representing numbers.</i></p> <p><i>Recognise numerals 1 to 5.</i></p> <p><i>Count up to three or four objects by saying one number name for each.</i></p> <p><i>Show interest in shape by sustained construction activity or by talking about shapes or arrangements.</i></p> <p><i>Begin to talk about the shapes of everyday objects.</i></p>	<p><i>Remember and talk about significant events in their own experience.</i></p> <p><i>Show interest in the lives of people who are familiar to them.</i></p> <p><i>Recognise and describe special times for family or friends.</i></p> <p><i>Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</i></p> <p><i>Develop an understanding of growth, decay and change over time.</i></p> <p><i>Look closely at similarities, differences, patterns and change.</i></p> <p><i>Know how to operate simple equipment.</i></p> <p><i>Use a simple program on a computer.</i></p>	<p><i>Sings a few familiar songs.</i></p> <p><i>Begin to move rhythmically.</i></p> <p><i>Understand they can use lines to enclose a space, and then begin to use these shapes to represent objects.</i></p> <p><i>Realise tools can be used for a purpose.</i></p> <p><i>Explores and learns how sounds can be changed.</i></p> <p><i>Manipulate materials to create a planned effect.</i></p> <p><i>Engages in imaginative role play based on own first hand experiences.</i></p> <p><i>Capture experiences and responses with a range of media.</i></p> <p><i>Chooses particular colours to use for a purpose.</i></p>

EARLY YEARS OBJECTIVES OVERVIEW: AUTUMN 2.

Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Maths	Knowledge and Understanding of the World	Expressive Arts and Design
<p><i>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</i></p> <p><i>Explains own knowledge and understanding, and asks appropriate questions of others.</i></p> <p><i>Takes steps to resolve conflicts with other children.</i></p> <p><i>Confident to talk to other children when playing, and will communicate freely about own home and community.</i></p> <p><i>Confident to speak to others about own needs, wants, interests and opinions.</i></p> <p><i>Can describe self in positive terms and talk about abilities.</i></p> <p><i>Aware of the boundaries set and behavioural expectations in the setti</i></p>	<p><i>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</i></p> <p><i>Maintains attention, concentrates and sits quietly during appropriate activity.</i></p> <p><i>Two channelled attention – can listen and do for short span.</i></p> <p><i>Beginning to understand 'why' and 'how' questions.</i></p> <p><i>Responds to instructions involving a two part sequence. Understands humour.</i></p> <p><i>Listens and responds to ideas expressed by others in conversation or discussion.</i></p> <p><i>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</i></p> <p><i>Use language to imagine and recreate roles and experiences in play situations.</i></p>	<p><i>Moves freely and with pleasure and confidence in a variety of ways.</i></p> <p><i>Use one handed equipment.</i></p> <p><i>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</i></p> <p><i>Begin to use anticlockwise movement and retrace vertical lines.</i></p> <p><i>Begins to form recognisable letters.</i></p> <p><i>Observe the effects of activity on their body.</i></p> <p><i>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</i></p>	<p><i>Describe main story settings, events and principal characters.</i></p> <p><i>Show awareness of rhyme and alliteration.</i></p> <p><i>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</i></p> <p><i>Hear and say the initial sound in words.</i></p> <p><i>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</i></p> <p><i>Sometimes give meaning to marks as they draw and paint.</i></p> <p><i>Begin to break the flow of speech into words. Writes own name and other things such as labels.</i></p>	<p><i>Know that numbers identify how many objects are in a set.</i></p> <p><i>Begin to represent numbers using fingers, marks on paper or pictures.</i></p> <p><i>Recognise numerals 1 to 5.</i></p> <p><i>Count objects to 10, and beginning to count beyond ten.</i></p> <p><i>Count an irregular arrangement of up to ten objects.</i></p> <p><i>Show an interest in shape and space by playing with shapes or making arrangements with objects.</i></p> <p><i>Use positional language.</i></p> <p><i>Use familiar objects and common shapes to create and recreate patterns and build models.</i></p>	<p><i>Show interest in the lives of people who are familiar to them.</i></p> <p><i>Remember and talk about significant events in their own experience.</i></p> <p><i>Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family.</i></p> <p><i>Talk about why things happen and how things work.</i></p> <p><i>Look closely at similarities, differences, patterns and change.</i></p> <p><i>Know how to operate simple equipment.</i></p> <p><i>Complete a simple program on the computer.</i></p> <p><i>Use ICT hardware to interact with age appropriate computer software.</i></p>	<p><i>Sing a few familiar songs.</i></p> <p><i>Explore and learn how sounds can be changed.</i></p> <p><i>Join construction pieces together to build and balance.</i></p> <p><i>Explore the different sounds of instruments.</i></p> <p><i>Understand that different media can be combined to create new effects.</i></p> <p><i>Construct with a purpose in mind, using a variety of resources.</i></p> <p><i>Select tools and techniques needed to shape, assemble and join materials they are using.</i></p> <p><i>Choose particular colours to use for a purpose.</i></p> <p><i>Introduce a storyline or narrative in their play.</i></p>

**EARLY YEARS OBJECTIVES OVERVIEW: SPRING TERM.**

<i>Personal, Social and Emotional Development</i>	<i>Communication and Language</i>	<i>Physical Development</i>	<i>Literacy</i>	<i>Mathematics</i>	<i>Understanding the World</i>	<i>Expressive Arts and Design</i>
<p><i>Confident to talk to other children when playing and will communicate freely about home and community.</i></p> <p><i>Shows confidence in asking others for help.</i></p> <p><i>Confident to speak to others about own needs, wants, interests and opinions.</i></p> <p><i>Can describe self in positive terms and talk about abilities.</i></p> <p><i>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</i></p>	<p><i>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</i></p> <p><i>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</i></p> <p><i>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</i></p>	<p><i>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</i></p> <p><i>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</i></p> <p><i>Show understanding for the need for safety when tackling new challenges, and considers and manages some risks.</i></p> <p><i>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</i></p>	<p><i>Can segment the sound in simple words and blend them together and know which letters represent some of them.</i></p> <p><i>Link sounds to letters, naming and sounding the letters of the alphabet.</i></p> <p><i>Begin to read words and simple sentences.</i></p> <p><i>Use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</i></p> <p><i>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</i></p>	<p><i>Use language of 'more' and 'fewer' to compare two sets of objects.</i></p> <p><i>Find the total number of items in two groups by counting all of them.</i></p> <p><i>In practical activities and discussions, begin to use the vocabulary involved in adding and subtracting.</i></p> <p><i>Begin to use mathematical names for solid '3D' shapes and flat '2D' shape, and mathematical terms to describe shapes.</i></p> <p><i>Can describe their relative position such as 'behind' or 'next to'. Order and sequence familiar events. Measure short periods of time in simple ways.</i></p>	<p><i>Remember and talk about significant events in their own experience.</i></p> <p><i>Recognise and describe special times and events for family and friends.</i></p> <p><i>Show interest in different occupations and ways of life.</i></p> <p><i>Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</i></p>	<p><i>Explore what happens when they mix colours.</i></p> <p><i>Understand that different media can be combined to create new effects.</i></p> <p><i>Manipulate materials to achieve a planned effect.</i></p> <p><i>Construct with a purpose in mind, using a variety of resources.</i></p> <p><i>Create simple representations of events, people and objects.</i></p> <p><i>Choose particular colours to use for a purpose.</i></p> <p><i>Introduce a storyline into their play.</i></p>

EARLY YEARS OBJECTIVE OVERVIEW: SUMMER TERM.

<i>Personal, Social and Emotional Development.</i>	<i>Communication and Language</i>	<i>Physical Development</i>	<i>Literacy</i>	<i>Mathematics</i>	<i>Understanding the World</i>	<i>Expressive Arts and Design</i>
<p><i>Explain own knowledge and understanding, and asks appropriate questions of others.</i></p> <p><i>Take steps to resolve conflicts with other children.</i></p> <p><i>Children are confident to try new activities and say why they like some activities more than others.</i></p> <p><i>They are confident to speak in a familiar group, will talk about their ideas, and will choose resources they need for their chosen activities.</i></p>	<p><i>Children listen attentively in a range of situations.</i></p> <p><i>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</i></p> <p><i>They give their attention to what others say and respond appropriately, while engaged in another activity.</i></p> <p><i>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories and events.</i></p>	<p><i>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle tools and equipment effectively, including pencils for writing.</i></p> <p><i>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</i></p>	<p><i>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</i></p> <p><i>Know that information can be retrieved from books and computers.</i></p> <p><i>Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</i></p> <p><i>Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</i></p>	<p><i>Children count reliably with numbers from one to 20, place them in order and say which number is one more or less than a given number.</i></p> <p><i>Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems including doubling, halving and sharing.</i></p> <p><i>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes.</i></p>	<p><i>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</i></p> <p><i>Children talk about features of their own immediate environment and how environments might vary from each other. They make observations of animals and plants and explain why some things occur, and talk about changes.</i></p>	<p><i>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</i></p>