

Area of Learning:
Communication and Language - Foundation Stage 2

Strand	Baseline	Autumn Term	Spring Term	Summer Term
<p>Listening, Understanding and Attention</p>	<ul style="list-style-type: none"> I can listen attentively to longer stories and can explain what has happened I can remember, retell and join in with familiar rhymes and songs I can answer what and why questions when asked I can follow 2-part instructions 	<ul style="list-style-type: none"> I can consistently demonstrate the required listening behaviours: eyes focused; sitting still etc I can ask and answer simple questions about my learning I can use new vocabulary I have learnt in my play 	<ul style="list-style-type: none"> I can express an opinion and make a simple prediction based on a story I have heard I can retell longer stories using phrases and vocabulary from the story I can ask and answer more complex questions about my learning I can hold a conversation and take turns 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
<p>Children off track</p>				
<p>Speaking</p>	<ul style="list-style-type: none"> I can talk coherently in longer sentences I can use 'and' to join ideas together. I can talk about events in my life I can use talk in my play to organise an activity 	<ul style="list-style-type: none"> I can list some rhyming words I can use 'because' to explain my ideas and thoughts I can self-correct some errors when I talk I can use new words in my sentences 	<ul style="list-style-type: none"> I can hold a conversation and take turns which shows I am listening I can talk for a range of different purposes I pronounce my phonemes correctly I can use past and present tense when speaking (not always accurately) 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full

				sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
Children off track				

Area of Learning:
Personal, Social and Emotional Development - Foundation Stage 2

Strand	Baseline	Autumn Term	Spring Term	Summer Term
<p>Self-Regulation</p>	<ul style="list-style-type: none"> I can explain my emotions linked to some events I can follow simple rules I can share resources I can work towards a goal I can be patient 	<ul style="list-style-type: none"> I can explain why I feel the way I do I can name more emotions I can follow rules/instructions independently I can respect school property and that of other people 	<ul style="list-style-type: none"> I can consider the feelings of others I can try and resolve conflict with others I can work with my peers successfully I respond appropriately to my teacher and other adults 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
<p>Children off track</p>				
<p>Managing Self</p>	<ul style="list-style-type: none"> I can toilet mostly independently I can put on my coat I can get help if I have a problem 	<ul style="list-style-type: none"> I can follow all rules/routines of the classroom I know there is a consequence if I do not follow the rules I can use my cutlery I can wash and dry my hands 	<ul style="list-style-type: none"> I can keep on trying if things are difficult I can change and unchange independently for PE I can explain how to stay healthy I can talk about what is right and wrong 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly;

				<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
Children off track				
Building Relationships	<ul style="list-style-type: none"> I can play with a few close peers and show cooperation 	<ul style="list-style-type: none"> I can take turns when playing with others I can listen to others and act upon their ideas I can follow a simple request from a peer I can share resources when playing 	<ul style="list-style-type: none"> I can hold a conversation, listening and responding to others and their ideas I can develop friendships with other people I know how to be polite 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
Children off track				

Area of Learning:
Literacy - Foundation Stage 2

Strand	Baseline	Autumn Term	Spring Term	Summer Term
Comprehension	<ul style="list-style-type: none"> I can answer simple questions about a story I have heard I know some books give information and others are story books I can talk about my favourite book I can use illustrations to support my ideas 	<ul style="list-style-type: none"> I can answer literal, retrieval questions based on a story I have heard or read with an adult I can make a prediction I know what a fiction book is I know what an author is and where to find the title of a book I can recognise the repetitive phrases in the story 	<ul style="list-style-type: none"> I can infer with how characters are feeling I know what a non-fiction book is I know what a poem is I can ask text related questions I know how to retell the story in order I know what a sentence is 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Children off track				
Word Reading	<ul style="list-style-type: none"> I can recognise words with the same initial sounds I can clap out the number of syllables in a word I can recognise initial sounds 	<ul style="list-style-type: none"> I can read individual letters by saying the sounds for them. I can segment sounds in words I can blend sounds into words, so I can read short words made up of known letter-sound correspondences. I can segment and blend CVC words I can read simple captions 	<ul style="list-style-type: none"> I can identify some digraphs and trigraphs I can read simple sentences and books matched to my phonics. I can read a few common exception words linked to my school's phonic programme I can read some complex captions 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

<p>Children off track</p>				
<p>Writing</p>	<ul style="list-style-type: none"> • I can write my first name • I can write some initial sounds accurately • I can draw some simple shapes • I can explain what my writing means 	<ul style="list-style-type: none"> • I can form some lower-case letters accurately a, c, e, l, m, n, o, r, u, v, w, x, z • I can use my phonics knowledge to begin securely writing CVC words, segmenting their phonemes aloud 	<ul style="list-style-type: none"> • I can form all ascender and descender letters correctly • I can write short sentences, with taught digraphs, such as ‘the cat is big’ • I can use a full stop at the end of my short sentences • I know the capital letter for each letter in the alphabet 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.
<p>Children off track</p>				

Area of Learning:
Mathematics - Foundation Stage 2

Strand	Baseline	Autumn Term	Spring Term	Summer Term
<p>Number</p>	<ul style="list-style-type: none"> I can represent 1 - 5 on fingers, on a tens frame and with objects I can count up to 5 objects recognising that the last number said represents the total counted I can use number in my play and can identify all numerals to 5 	<ul style="list-style-type: none"> I can count using 1-1 correspondence and say how many (up to 10) I can quickly say how many there are (up to 5) without counting (subitise) I can start to show how numbers can be made up to the numbers that have been taught e.g. 1 and 3 is 4 and know there is more than one way of doing this - fast fingers, tens frame etc. I can find the total number in two groups by counting them all 	<ul style="list-style-type: none"> I can link the number symbol (numeral) with its matching quantity (up to 10) I can estimate how many objects I can see and check them by counting I can recall some number bonds to 5 I can start to recall some double facts e.g. 1 and 1 is 2 I realise that counting on gives a bigger number and counting back gives a smaller number I am starting to use and apply the part whole model, to explore number composition 1-5 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
<p>Children off track</p>				
<p>Numerical Patterns</p>	<ul style="list-style-type: none"> I can count aloud in order 1-5 securely I am starting to understand order – first, next I can copy and extend an AB pattern I can notice an error in a repeating pattern I know some simple 2D shapes and can name some basic properties such as, sides, corners I can describe the size or shape of some real-life objects using simple mathematical vocabulary, e.g. big/small, round/straight 	<ul style="list-style-type: none"> I can count aloud in order from 5 and beyond I know the days of the week I can copy, continue and create an AB pattern I can notice and correct an error in an AB pattern I can make comparisons between objects relating to length and weight I can discuss routes and locations, using words like ‘in front of’ and ‘behind’ 	<ul style="list-style-type: none"> I can use language to describe the relationship between quantities (e.g. ‘more than, less than and equal to) I can accurately count items to 10 with one-to-one correspondence I can verbally count to 20 aloud, not all teen numbers may be in sequence I know the order of the days of the week and can recall them I can copy and continue a more complex pattern. E.g. ABC, ABB, ABBC 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; 27 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how

			<ul style="list-style-type: none">• I know that groups can be created both equally and unequally, recognising and identifying this with increased reasoning• Able to identify one more/ one less to consecutive numbers	quantities can be distributed equally.
Children off track				

Area of Learning:
Understanding the World - Foundation Stage 2

Strand	Baseline	Autumn Term	Spring Term	Summer Term
Past and Present	<ul style="list-style-type: none"> I can talk about who is in my family I can talk about my community I am beginning to be aware that objects in the past look different to objects used for the same purpose today I can sort some objects into old and new I can use the vocabulary 'today, tomorrow and yesterday' not always correctly 	<ul style="list-style-type: none"> I can talk about how my family has changed I can use the words like 'now, next, after and before' I can sort objects that are old and objects that are new and explain my thinking I can talk about what I see in pictures of the past 	<ul style="list-style-type: none"> I can talk about people who help us in society including people from the past I can order and sequence pictorial representations of my daily routine or tasks I know that some historical events were before my time, before my parents' time and before my grandparents' time I can talk about things from the past e.g. transport, toys, using photos and physical artefacts I can ask 'why' questions about what I have heard and see in non-fiction books about the past 	<p>ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;
Children off track				
People, Culture and Communities	<ul style="list-style-type: none"> I can talk about my local area and can identify key places I go to I can talk about my house and what things I have in it I can talk about similarities and differences between myself and others I know the names of some different places in the world 	<ul style="list-style-type: none"> I know that there are special times in the year and people celebrate these I can talk about some celebrations and can comment on similarities and differences I know there are special buildings and landmarks I know what a map is I know that some places are far away and we cannot walk there I can start to use stories and pictures to talk about differences in life in other countries 	<ul style="list-style-type: none"> I can identify and discuss differences between environments, comparing them to their own I know that there are different countries within the world and discuss the difference between life in these countries comparing it to my own I know that some people have different beliefs and can talk about special celebrations or traditions 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their

			<ul style="list-style-type: none"> • I can make links between religious stories shared • I can use a simple map • I can name some hot and cold countries • I know what a globe is and that it represents the world 	<p>experiences and what has been read in class;</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Children off track				
The Natural World	<ul style="list-style-type: none"> • I can talk about some differences in weather • I can talk about the differences in some materials and changes I notice • I know plants need to be watered. • I can explore and talk briefly about different forces I feel, e.g., pushes and pulls or floating and sinking • I can talk about some of the animals and plants I have observed/know 	<ul style="list-style-type: none"> • I can name and identify familiar plants and animals within the natural world • I can talk about some seasonal changes • I can identify different materials, exploring and describing basic changes • I understand the key features of the life cycle of a plant and an animal • I can talk about the weather linked to seasonal change 	<ul style="list-style-type: none"> • I can record what I can see within the natural world, noticing the differences and changes. • I can talk about the different seasons • I can name and describe some animals and plants • I can start to compare my own environment/local area with another environment e.g. seaside • I can begin to talk about changing states of matter e.g. freezing / melting, heating • I can begin to talk about the differences in materials and their uses 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Children off track				

Area of Learning:
Expressive Arts and Design - Foundation Stage 2

Strand	Baseline	Autumn Term	Spring Term	Summer Term
Creating with Materials	<ul style="list-style-type: none"> I know some different tools to use when painting I know the names of colours I can mix some colours I develop my own ideas and then decide which materials to use to bring my ideas to life I can join some materials together 	<ul style="list-style-type: none"> I can join materials together in different ways e.g. sellotape, glue etc. I can select materials for a purpose and explain my choices I know how to select colours for a purpose and mix them appropriately I can add finer details to my drawings I can work alongside my peers on models, or art work sharing resources cooperatively 	<ul style="list-style-type: none"> I know how to mix colours accurately I know how to improve and refine my ideas I can select appropriate materials for the task set I can join different materials in different ways and show increased ability to problem solve I can use scissors and one handed tools to create art safely and more accurately I can explore different techniques e.g. collage, print, paint, to create art 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.
Children off track				
Being Imaginative and Expressive	<ul style="list-style-type: none"> I can take part in simple pretend play, using props and objects to support me I can use blocks/construction toys to build complex 'small worlds' I can sing a favourite song or rhyme and join in I create my own songs, or improvise a song around one that I know I can play instruments with some control to express my ideas. I can move my body in response to music played 	<ul style="list-style-type: none"> I can make choices about how I perform and dance to a range of music I can sing a selection of rhymes and songs with increased accuracy I can use musical instruments for a purpose I can keep a steady beat and repeat a simple pattern I can use more complex narratives in my small world play 	<ul style="list-style-type: none"> I can begin to adapt well known stories into my role play with others I can plan and create scenarios in collaboration with others where they have different roles I can notice what adults do and imitate what has been observed I can respond to a change in pace and rhythm with my movements I can copy a series of dance moves 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music
Children off track				

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Area of Learning:
Physical Development - Foundation Stage 2

Strand	Baseline	Autumn Term	Spring Term	Summer Term
Gross Motor	<ul style="list-style-type: none"> I know how to balance and use a balance bike with both feet on the ground I can balance when using pieces of equipment or when walking across wide planks I can use both hands and legs (bilateral movement) to climb with increased confidence and independence I can stand on one foot without support for a short period of time, leading towards hopping with increased confidence I can recall a sequence or pattern of movement and execute this confidently I can demonstrate hand-eye coordination with larger objects 	<ul style="list-style-type: none"> I can use balancing equipment with increased control and confidence I can catch a ball using two hands when standing or moving I can throw a ball with increased accuracy and direction I can balance when standing on one foot or hopping I can pull myself up onto higher equipment using my upper body strength I can move in a variety of ways with more control I can adjust my speed and direction, e.g. when in chasing games to catch or avoid capture I can follow rules to keep myself safe I can use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor 	<ul style="list-style-type: none"> I can walk with increased confidence using alternate feet I can maintain balance using hands and body to stabilise. I can travel across and climb on small apparatus with increased independence using my upper body. I can stand on one foot I can confidently paint, draw or use tools on vertical surfaces, in both small and large movements I can combine movements in a simple sequence with ease using both sides of my body to support bilateral movement. I can throw a ball with increased accuracy at a target. 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Children off track				
Fine Motor	<ul style="list-style-type: none"> I know my dominant hand I can use a static tripod grip using 2 fingers and my thumb I can cut along a continuous line with scissors using one hand, I may need support 	<ul style="list-style-type: none"> I can use the tripod grip independently and produce more consistent letters I can cut a variety of shapes with increased accuracy and control I can put on my coat I can use my cutlery 	<ul style="list-style-type: none"> I can cut a variety of shapes from tougher materials such as card I can dress myself independently I can fasten a zip I can draw pictures of people with detailed faces as well as a body, legs, arms, hand and feet 	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing –

	<ul style="list-style-type: none"> • I can use tweezers and pincers to move objects from one place to another • I can write my first name • I can eat independently with my fingers 	<ul style="list-style-type: none"> • I can show strength and dexterity to squeeze, roll and pinch playdough. • I can use a medium sized paintbrush correctly and accurately to paint lines and fill spaces in my work. • I can use larger construction materials to make simple models, e.g., Duplo or wooden blocks 	<ul style="list-style-type: none"> • I can use a selection of fastening techniques • I can tend to my self-care needs 	<ul style="list-style-type: none"> • using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.
Children off track				