

**Cognition and Numeracy****Shape****Band 4 (RG)**

- Children can trace simple shapes.
- Children can sort objects according to a 1 criterion.

**Band 5 (RG, KC and ML)**

- Children are aware that 2D 'flat' shapes have names. They recognise and use them.
- They make shapes using pliable material such as playdough.
- They can find shapes on the face of objects.
- Children can describe 2D shapes by using the number of sides and corners and properties e.g. round or square.

**Band 6 (LO and ML)**

- Children can consistently name common 2D and 3D shapes.
- Children can recognise common 2D shapes in everyday objects.
- They can recognise common 3D shapes in everyday objects.
- They can sort and match shapes regardless of their size.
- They can find the number of faces on each 3D shape.
- They can describe a shape in terms of the number of faces, sides, corners and straightness of sides
- Children can create their own 2/3/4 step repeating patterns.

**Cognition and Numeracy****Number****Band 5 (RG)**

- I know that numbers tell me how many things there are altogether
- I use my fingers, pictures or marks to show you how many things there are
- I can respond to 'add one' to a number of objects
- Children can count out a specified number of objects from a larger group.

**Band 6 (ML, KC and LO)**

- I can put two sets of objects together and tell you how many things I have altogether
- I can tell you what "one more" is when I say a number up to 5 things, then up to 10
- I can tell you what "one less" is when I say a number up to 5 things, then up to 10
- I can use some mathematical words e.g. add and takeaway
- I can use counting to help me solve problems that are important to me
- They can count an irregular arrangement of up to 10 objects.
- Children can compare two quantities to 10 using the term, 'more' or 'larger.'
- Children can recall number bonds to 5.
- I can use marks and pictures to show you my counting
- Pupils estimate a small number (up to 10)
- They understand that an empty set has a value of 0 or none.

**Band 5 and 6****Cognition and Literacy****Speaking and Listening****Band 4 (RG, ML, KC, LO, LP)**

- Children can listen to others in a small group for short periods when the conversation interests them.
- Listen to and remember simple stories with pictures

**Band 5 (ML, KC, LP and LO)**

- Listen to longer stories and answer questions about a storybook they have just read

**Band 4 and 5**

**Cognition and Literacy****Writing:****Band 4 (RG, ML and KC)**

- Attempts to write their name on the computer
- Copies underneath from left to right

**Band 5 (ML and KC)**

- Most letters are orientated correctly with support
- I can return up a vertical stroke i.e.: 'n'
- To use the letters of my name in writing
- To leave spaces between groups of letters/symbols.
- To attempt to write other words other than my name.

**Band 6 (LO and LP)**

- To use letter sound knowledge in writing.
- To compose a simple sentence with adult support.
- To retell events in sequence.
- To use a capital letter to begin their name and use lowercase letters correctly in the rest of their name.

**Band 4 and 5****Cognition and Literacy****Reading:****Band 5 (RG, ML, KC, LO and LP)**

- Pupils develop their understanding of phase 2 phonics
- To know that phonemes are represented by graphemes
- To say the phoneme when shown the grapheme
- To recognise graphemes and the corresponding phonemes
- To recognise and find the correct grapheme in response to a phoneme
- To write a grapheme in response to a phoneme

**Band 5****Art- Drawing and painting****Band 4 (RG, KC and LM)**

- Draws using horizontal and vertical strokes
- Draws using circular strokes
- Uses a palmar sulphate grasp when drawing
- Mark makes using a variety of finer media for drawing such as felt tip pens and child-friendly pencils
- Wipes excess paint off paint brush with a verbal prompt
- Colours over picture and shows some awareness of the lines
- Mixes different paint colours and observes the change

**Band 6 (LO)**

- Can copy simple closed shapes with continuous lines
- States a preference for a colour or technique
- Represents a person, story or event artistically
- Predicts what 2 primary colours mixed together will produce with visual support
- Identifies 'hot' and 'cold' colours with visual support

**Band 4, 5 and 6****PH-RSE- Getting along/ playing and working together****Band 3 (RG, ML and KC)**

- Joins in play with others briefly
- To share my play space with other children.
- To accept other children within my play space.
- To play alongside other children.

**Band 4 (LO)**

- To watch what other children are doing before I join in with them.
- To show affection and/or concern for people who are special to me
- To have a special friendship with one or two peers

**Band 3 and 4**

**Knowledge and understanding of the world- Materials and change/ Living things and our ecosystem****Band 4 (RG, ML and KC) Materials and changes**

- To begin to recognise different types of material for example paper/cardboard, plastic and wood
- To begin to sort items according to its property.

**Band 4 (RG, ML and KC) Living things and our ecosystem**

- To name a single property of a plant, leaf or flower for example green, red, big, little
- To begin to develop an understanding about how to respect and care for the natural environment and all living things.

**Band 5 (ML, LO and KC) Materials and changes**

- To demonstrate awareness that objects are made from different materials
- To begin to use key words to describe a material
- To begin to test materials for a specific purpose

**Band 5 (ML, LO and KC) Living things and our ecosystem**

- To understand how we care for plants and animals
- To recognise where they are likely to find common animals/birds.

Band 4 and 5

**Physical Development****Shadow Dance (Summer term)****Band 4 (RG, ML, KC and LM)**

- Pupil begins to perform simple ACTIONS and be able to perform them in time with the music- by copying the teacher
- Pupil can explore a variety of movements and show some awareness of others in a SPACE

**Band 5 (RG, ML, KC and LM)**

- Pupils remember the structure of the lesson; they remember small sequences of movement.
- Pupils begin to work in pairs.
- Make different sized movements, for example, taking big or little steps around the room moving quickly or slowly, smoothly or sharply