

Listening, Attention and Understanding

Communication & Language



Colossians 4:6
Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person.

Asks questions of peers.

Asks questions of an unfamiliar adult.

Talks in front of peers about a topic of their choice.

Speaks to unfamiliar adult.

Listens carefully to peers and responds appropriately.

Understand it is ok to have a different comment to others or share the same comment.

Asks adults for help.

Share comments with whole class that are appropriate to the topic.

Respond to what they have heard with an appropriate question in a whole class situation.

Ask relevant questions to clarify their understanding.

Listens carefully to an adult and responds appropriately.

Communicate during play with peers in short sentences.

Share comments with peers.

Respond to what they have heard with an appropriate question in a small group.

Ask relevant questions of others and make comments that are appropriate sharing their opinions.

ELG: Hold conversations when engaged in back and forth exchanges with teachers and peers.

Children use one word answers to respond.

Ask questions.

Join in with a story as a whole class using actions or words.

ELG: 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.

Listen attentively to a range of things like stories, peers comments etc.

ELG: Make comments about what they have heard and ask questions to clarify their understanding.

Speaking

Communication & Language



Proverbs 19:20
Listen to advice and accept instruction, that you may gain wisdom in the future.

Express ideas and feelings about a range of experiences with the correct use of past and present tense vocabulary used after being modelled by an adult.

Express ideas and feelings about a range of experiences with the correct use of past and present tense vocabulary used after being supported by an adult.

Express ideas and feelings about a range of experiences with the correct use of past and present tense vocabulary used.

Express ideas and feelings about a range of experiences with the correct use of conjunctions after being modelled by an adult.

Express ideas and feelings about a range of experiences with the correct use of conjunctions after being supported by an adult.

Express ideas and feelings about a range of experiences with the correct use of conjunctions after being modelled by an adult.

ELG: 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.

Use knowledge from books (fiction and non-fiction) rhymes and poems to help explain why things might happen.

ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

Explain why something happens to another peer or adult.

Share ideas during whole class discussions.

In 1:1 discussions, small group and whole class discussions use recently introduced vocabulary.

ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

Listen to and understand why something happens.

Share ideas in 1:1 and small group discussions.

Participate in whole class discussions.

Participate in 1:1 and small group discussions.

Express ideas and feelings about a range of experiences using phrases or short sentences.

Ask why things happen and share thoughts about how.

Express ideas and feelings about an experience using phrases or short sentences.

Ask why something happens.

Express ideas and feelings about an experience with support from an adult.

Self-Regulation

Ephesians 4:32
Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.

Focus on what an adult is saying even when engaged in an activity with support.

Focus on what is being said and respond appropriately even if engaged in an activity.

Follow simple one or two step instructions with support.

Follow more complicated instructions involving several ideas/actions with support.

Follow more complicated instructions independently and completing the task.

Set own long term goals understanding they will need to be patient and work hard to achieve them.

Set own long term goals with support.

Begin to understand the need for waiting for things to be done and begin to understand not everything can be done instantly.

Share how they think others are feeling using colours and how they can help them return to the optimal zone.

Share how they are feeling using colours to describe their emotions and how they might return to optimal zone.

Self-regulate their behaviour independently understanding how they are feeling and why, recognising how their body feels.

ELG: 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.

Focus on what is being said by an adult for short periods of time and respond appropriately with support.

Begin to set and achieve small instant goals.

Share how they think others are feeling with support.

ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

Share how they are feeling with support.

With support begin to understand what a goal is.

Focus on what is being said by an adult for short periods of time with support.



Personal, Social & Emotional Development

Managing Self

1 Peter 4:10
As each has received a gift, use it to serve one another, as good stewards of God's varied grace.

Can dress/undress independently.

Can talk about how to keep your body healthy.

Can talk about which foods are healthy and which foods are not healthy.

Can talk about how eating healthy food helps to keep us healthy.

Can talk about actions being 'right' and 'wrong', discuss how Jesus would want us to behave and how we would do something differently in the future.

Can dress/undress with support.

Can talk about actions being 'right' and 'wrong'.

Can follow school rules and explain to others about why they need to follow those rules.

Can go to the toilet and wash hands independently.

Shows perseverance and resilience when completing activities with support.

Shows perseverance and resilience to overcome a challenge independently.

ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Tries a wide range of activities independently.

Can follow class rules with occasional reminders.

Tries a wide range of activities with support.

ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly:

Can go to the toilet and wash hands with support.

With support, can follow class rules.

Tries new activities with support.



Personal, Social & Emotional Development

Building Relationships

John 13:35

By this all people will know that you are my disciples, if you have love for one another."

Take responsibility for own actions.

Recognise other childrens feelings and seek adult support.

Recognise other childrens feelings and assist in them dealing with them.

Able to recognise own personal achievements positively.

Begin to understand people have different beliefs/opinions.

Able to respond to friends comments positively.

Begin to understand people have different beliefs/opinions with the support of an adult.

Able to recognise the achievements of others and celebrate their achievements.

Show kindness and respect to peers considering the example Jesus set.

Able to suggest ideas for the task alongside peers.

Able to listen to ideas of peers and consider them.

Able to take turns within a small group with support.

Able to take turns independently when working or playing.

ELG: Form positive attachments to adults and friendships with peers;

ELG: Show sensitivity to their own and to others' needs.

Recognise facial expressions to show emotions.

Able to listen to each other without support.

Able to play with others with support.

Able to listen to each other with support.

Able to focus on an independent task.

Recognise facial expressions to show emotions with support.



Personal, Social & Emotional Development

ELG: Work and play cooperatively and take turns with others;

Gross Motor Skills

Hebrews 12:1

Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles. And let us run with perseverance the race marked out for us,

Can run, jump and hop into a space.

Can run, jump and hop around for longer periods of time.

Can dance (express movements to music) to a wider range of songs and follow the beat.

Can skip by jumping or hopping across a rope.

Moves energetically when playing.

Demonstrates good balancing when hopping.

Demonstrates the ability to skip independently and with a skipping rope.

Demonstrates good strength, balance and coordination when playing.

Demonstrates good running technique where they are bouncing off the ground with knees bent.

Demonstrates good coordination when climbing over different obstacles.

Can climb across, under and through a range of obstacles.

Demonstrate some balance and coordination when playing.

Consider others by watching your own and the movements of others showing good reactions.

Safely negotiate space effectively while in a group of people/obstacles.

Demonstrates lots of energy when moving.

Negotiate space while using a wheeled toy.

Run negotiating space independently.



Physical Development

Walk negotiating space independently.

ELG: Negotiate space and obstacles safely, with consideration for themselves and others;

ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

ELG: Demonstrate strength, balance and coordination when playing;

Demonstrates some coordination when playing.

Fine Motor Skills

Philippians 4:13

I can do all things through him who strengthens me.

Be able to join lines and shapes together when drawing.

Be able to form recognisable shapes and lines to create a representation of objects.

Be able to listen to adults about how to draw something and then follow those instructions.

Be able to add detail to drawings as they consider the shapes and lines they can see.

Be able to hold a paintbrush correctly creating small brush strokes.

ELG: Begin to show accuracy and care when drawing.

ELG: Use a range of small tools, including scissors, paint brushes and cutlery;

ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;



Physical Development

Be able to hold a pair of scissors correctly using 'thumb to the sky'.

Be able to cut snips using a pair of scissors.

Hold a pencil using a pincer grip.

Hold a pencil using a tripod grip for short periods of time.

Show a preference for a dominant hand.

Hold a pencil to create marks.

Be able to use a knife to cut up food.

Be able to use a fork correctly to pick up food.

Hold a pencil/paintbrush etc using a dagger grip.

Be able to form circle with a pencil.

Be able to form straight lines with a pencil.

Be able to hold a pencil correctly using a tripod grip.

Comprehension



Literacy

Proverbs 3:5-6

Trust in the Lord with all your heart,
and do not lean on your own
understanding.
In all your ways acknowledge him, and
he will make straight your paths.

Find out about
other vocabulary
linked to new
vocabulary learnt.

Use new vocabulary in
a wider range of
contexts with support
and prompts.

Use new vocabulary to
describe what they have
been learning.

Predict what may happen in
the story and give reasons for
their suggestions.

Predict what may
happen if the story is
continued.

Independently
when reading a
book ask peers
questions
about the story.

Use new
vocabulary in a
wider range of
contexts
independently.

Use new
vocabulary
independently.

Retell a story using
key vocabulary
introduced.

Retell a story using their
own words.

Suggest how they might
change parts of the story
to create a different
version.

ELG: Anticipate
– where
appropriate –
key events in
stories;

Answer key
questions
about a story
independently.

Ask their own
questions about what
has been read to
them.

ELG: Demonstrate
understanding of what has
been read to them by
retelling stories and
narratives using their own
words and recently
introduced vocabulary;

ELG: Use and
understand
recently introduced
vocabulary during
discussions about
stories, non-fiction,
rhymes and poems
and during role-
play.

Answer key
questions
about a story
with prompts
from an adult.

Answer questions about
what has been read to
them.

Use new
vocabulary
with
prompts.

Word Reading

Proverbs 16:24

Gracious words are like a honeycomb, sweetness to the soul and health to the body.

Read simple sentences with support from an adult.

Read simple sentences independently.

Recognise tricky words from phase 2 & 3 within books.

Read phase 3 tricky words.

Begin to blend the sounds in cvc words.

Read longer sentences to match their phonics phase 3.

Read phase 2 tricky words.

Begin to segment the sounds in cvc words.

Begin to read (segment and blend) cvcc words.

Read longer sentences to match their phonics phase 4.

Recognise the phonemes for each letter in phase 3.

Begin to recognise the final sound in words.

Recognise the phoneme and letter name for all phase 2 sounds.

Recognise and say the phonemes for five digraphs in phase 3.

Read cvc words confidently.

Read the correct sound for all letters of the alphabet.

Recognise the initial sounds in some objects matched to phonics taught.

Be able to recognise the initial sound in their name.



Literacy

ELG: Say a sound for each letter in the alphabet and at least 10 digraphs;

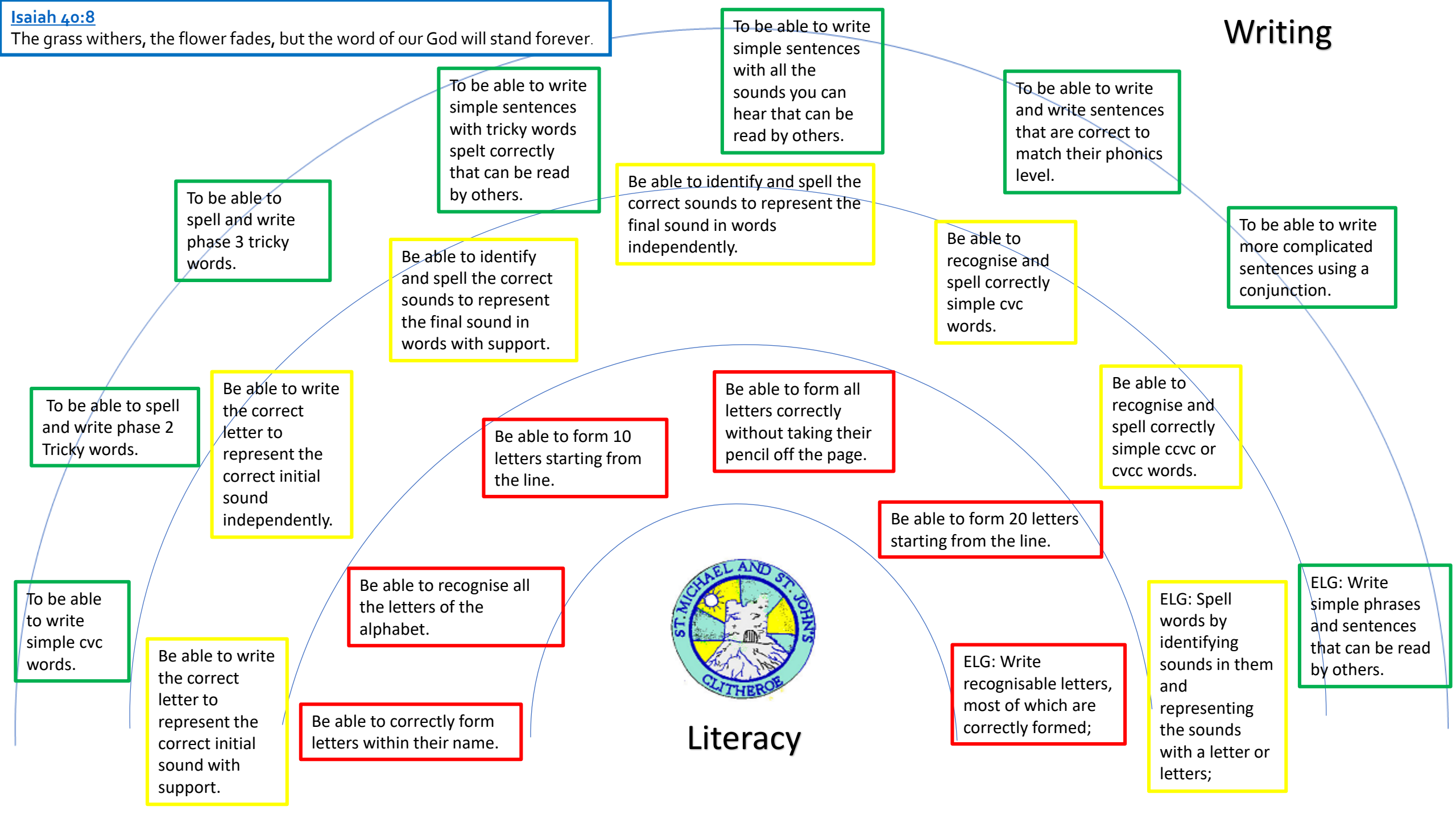
ELG: Read words consistent with their phonic knowledge by sound-blending;

ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing



Literacy



Isaiah 40:8
The grass withers, the flower fades, but the word of our God will stand forever.

To be able to write simple sentences with all the sounds you can hear that can be read by others.

To be able to write and write sentences that are correct to match their phonics level.

To be able to write more complicated sentences using a conjunction.

Be able to identify and spell the correct sounds to represent the final sound in words independently.

Be able to recognise and spell correctly simple cvc words.

Be able to identify and spell the correct sounds to represent the final sound in words with support.

Be able to recognise and spell correctly simple ccvc or cvcc words.

Be able to form all letters correctly without taking their pencil off the page.

Be able to form 10 letters starting from the line.

Be able to form 20 letters starting from the line.

Be able to recognise all the letters of the alphabet.

ELG: Write simple phrases and sentences that can be read by others.

Be able to write the correct letter to represent the correct initial sound with support.

Be able to correctly form letters within their name.

ELG: Write recognisable letters, most of which are correctly formed;

ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters;

To be able to spell and write phase 2 Tricky words.

Be able to write the correct letter to represent the correct initial sound independently.

To be able to spell and write phase 3 tricky words.

To be able to write simple sentences with tricky words spelt correctly that can be read by others.

To be able to write simple cvc words.

To be able to spell and write phase 2 Tricky words.

Numbers

Psalm 90:12

So teach us to number our days that we may get a heart of wisdom.

Understand and recall some addition facts to 10 independently.

Understand and recall some subtraction facts up to 10 to create different numbers.

Understand and recall some doubling facts of numbers up to 10 with support from manipulatives.

Begin to understand and recall some addition facts to 10 with support.

Recognise the number 3 and represent it in different forms. Recognise the pattern for 3.

Recognise the number 4 and represent it in different forms. Recognise the pattern for 4.

Understand and recall some doubling facts of numbers up to 10

Recall addition facts up to 5 independently.

Recognise the number 2 and represent it in different forms. Recognise the pattern for 2.

To be able to talk about the composition of numbers 8 & 9 including different ways how each number could be made.

Recognise the number 5 and represent it in different forms. Recognise the pattern for 5.

ELG: 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

To be able to talk about the composition of the number 10 including different ways how the number could be made.

To be able to talk about the composition of numbers 6 & 7 including different ways how each number could be made.

ELG: Subitise (recognise quantities without counting) up to 5;

ELG: Have a deep understanding of number to 10, including the composition of each number;

Recognise the number 0 & 1 and represent it in different forms. Recognise the pattern for 0 & 1.

To be able to talk about the composition of numbers 0-5 including different ways how each number could be made.



Mathematics

Recall addition facts up to 5 with support.

Numerical Patterns

Hebrews 13:8

Jesus Christ is the same yesterday and today and forever.

Sort numbers into odd and evens.

Recall some doubling facts of numbers up to 10.

Explore quantities and how they can be distributed evenly with support.

Explore numbers to 10 and discuss number patterns identified.

Compare quantities up to 10 saying which has more/less or equal to with support from manipulatives.

Compare quantities up to 10 saying which has more/less or equal to in a wider range of contexts.

Explore quantities and how they can be distributed evenly with support.

Explore numbers to 10 in a wide range of contexts with support.

Compare quantities up to 5 saying which has greater than/less than in a wider range of contexts.

Compare quantities up to 10 saying which has greater/less or equal to in a wider range of contexts.

Compare quantities up to 5 saying which has more or less.

Verbally count 1-10 using counting rhymes or manipulatives for support.

Verbally count 1-10 independently recognising the pattern of the number system.

Verbally count 1-20 using manipulatives for support.

ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Explore numbers to 10 with support.

Compare quantities up to 5 saying which has more or less with support.

Verbally count using rhymes to recall facts up to 5 independently.

Verbally count 1-20 independently.

ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

Verbally count using rhymes to recall facts up to 5 with support.

ELG: Verbally count beyond 20, recognising the pattern of the counting system;



Mathematics

Past & Present



Understanding the World

Psalm 77:11
I will remember the deeds of the Lord; yes, I will remember your wonders of old.

Talk about significant events that have occurred in their lifetime and ones from the past.

Compare significant events and talk about how these have changed our lives.

Use role play to act out different stories about the past.

Discuss similarities and differences of objects that are old and new.

Talk about differences between their own lives and the lives of other significant people.

Compare objects that are old and new.

Listen to stories about the past.

Explore the different roles of people around them.

ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.

Talk about the lives of significant people within the Catholic Church and Community. (Pope, Bishop, CAFOD)

ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

Talk about how they fit into the wider community (church)

Compare differences within their own lives and the lives of their peers.

Talk about how they fit into the SSMJ family.

ELG: Talk about the lives of the people around them and their roles in society;

Talk about themselves and how they fit into their family.

Explore significant changes within their own lives.

Recall significant information/facts about historical figures.

Recall key information and facts about photographs they have compared and contrasted with support.

People, Culture & Communities

1 Corinthians 1:10
I appeal to you, brothers and sisters, in the name of our Lord Jesus Christ, that all of you agree with one another in what you say and that there be no divisions among you, but that you be perfectly united in mind and thought.

Compare life in this country with the life of others in a different country.

Role play some stories from around the world.

Listen to stories about different countries and recall key facts.

Look at maps from across the world and significant countries.

Retell/act out some stories from different Saints.

Retell some religious stories from the Bible.

Retell some religious stories from other Faiths.

Explore some religious festivals retelling key events/stories that may take place.

Talk about/find out about another country (CAFOD or places where children have visited)

Explore another faith and compare the similarities and differences between them.

Compare and contrast similarities and differences with their own experiences and the experiences of others (like the countries CAFOD supports)

Recall facts from stories/books about environments different to their own.

Share their thoughts and feelings sensitively and with respect about other faiths/beliefs/religions.

ELG: 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

Talk about their own country and how the UK consists of four parts.

Discuss some facts about the Catholic faith and how we share our beliefs with others.

Talk about what they observe around them with their peers and adults.

Talk about what they observe around them with support.



Understanding the World

Share opinions of what they have heard about an environment.

ELG: 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 experiences and what has been read in class;

The Natural World

Psalm 115:16

The heavens are the Lord's heavens, but the earth he has given to the children of man.

Talk about/Observe changes over time and record these changes.

Explore the outdoor environment discussing similarities and differences with peers.

Explore some processes that naturally occur like plant growth.

Compare and contrast different natural environments with peers. Discuss what they see.

Discuss stories they have heard about other environments.

Show understanding that they need to look after this world as God created each and everything in it. We are here to look after it.

Explore the outdoor environment with support discuss similarities and differences.

Compare and contrast different natural environments with support.

Sketch the outdoor environment using different media.

ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Create objects/pictures using natural materials around them.

Discuss environments they have experienced and how they are different.

Name and talk about each of the four seasons.

Explore and discuss different natural environments with peers.

Independently discuss with peers what they can see, hear, smell and touch in the natural world.

Sketch animals and plants using different media.

Explore and discuss different natural environments with support.

With support talk about what they can see, hear, smell and touch in the natural world.

ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants;

ELG: 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;



Understanding the World

Creating with Materials

Exodus 35:31-32

“and he has filled him with the Spirit of God, with wisdom, with understanding, with knowledge and with all kinds of skills— to make artistic designs for work in gold, silver and bronze.”

Create props to extend the role play further with support.

Create props to extend the role play independently.

Use the role play and answer questions about what they are doing from peers or adults.

Answer questions from peers about their creation.

Use the role play to act out well known stories using key vocabulary.

Answer questions about their creation from adults.

Explore colour independently creating pictures.

Talk confidently about the process they have completed to make their creation.

Use the role play acting out their own stories with support.

Have own ideas about how to extend the role play area.

Create products where design, texture, form and function have been considered with support and modelling.

Explore colour with support.

Talk about their creations independently.

Talk about how to keep each other safe when using tools.

Create products where design, texture, form and function have been considered with support and modelling.



Expressive Arts & Design

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

ELG: Share their creations, explaining the process they have used;

ELG: Make use of props and materials when role playing characters in narratives and stories.

Explore using different materials and using different tools creating different items with support.

Independently use a wider range of materials suitable for the task and select the correct tool.

Talk about their creations with support.

Use the role play with support.

Being Imaginative & Expressive

Timothy 4:14-15

“Do not neglect the gift you have, which was given you by prophecy when the council of elders laid their hands on you. Practice these things, immerse yourself in them, so that all may see your progress.”

Perform songs/poems/stories with some support.

Perform songs/poems/stories confidently.

Rehearse songs/poems to perform with support.

Dance to a range of music expressing how it makes you feel with support.

Sing rhymes and songs while playing.

Dance to a range of music in time to the music.

With peers retell familiar events using props/puppets/objects where required.

With their peers create their own story adding props where required.

With peers retell familiar Bible stories using props/puppets/objects as required.

ELG: 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.



Expressive Arts & Design

Retell familiar stories using their own vocabulary with support.

Create their own story with support from an adult.

ELG: Invent, adapt and recount narratives and stories with peers and their teacher;

Sing rhymes with prompts from adults.