



PSED

Subject	Fantastic Friend	Compassionate Citizen	Independent Individual
Coverage	<ul style="list-style-type: none"> • Playing in a group and extending and elaborating play ideas; • Initiating play, offering opportunities for others to join in; • Keeping play going by responding to what others are saying; • Learning and using the names of the other adults and children in the setting 	<ul style="list-style-type: none"> • Showing interest in the lives of people who are familiar to them; • Remembering and talking about significant events in their own experience; <ul style="list-style-type: none"> • Recognising and describing special times or events for family or friends; • Starting to show an interest in different occupations and ways of life. 	<ul style="list-style-type: none"> • Being aware of own feelings, and knowing that some actions and words can hurt others' feelings; • Beginning to accept the needs of others, taking turns and sharing resources, sometimes with support from others; <ul style="list-style-type: none"> • Usually tolerating delay when their needs are not immediately met; • Understanding that their wishes may not always be met; • Usually adapting their behaviour to different events, social situations and changes in routine.
Cultural Capital	<ul style="list-style-type: none"> • Daily time to talk sessions • Daily story times • 1:1 reading • Weekly celebration assemblies. • Introduction of house points • Values Display -kindness • Show and tell 	<ul style="list-style-type: none"> • Daily time to talk sessions • Daily story times • 1:1 reading • Weekly celebration assemblies. • Introduction of house points • Values Display -kindness • Show and tell 	<ul style="list-style-type: none"> • Daily time to talk sessions • Daily story times • 1:1 reading • Weekly celebration assemblies. • Introduction of house points • Values Display -kindness • Show and tell

CLL

Subject	Confident Communicator
Coverage	<ul style="list-style-type: none"> • Knowing many rhymes, be able to talk about familiar books, and be able to tell a long story; • Developing communication but may struggle with using tenses accurately; • Beginning to use sentences • Beginning to start a conversation with an adult or a friend and continuing it in turns.
Cultural Capital	<ul style="list-style-type: none"> • Daily time to talk sessions • Daily story times • 1:1 reading • Show and tell

PD

Subject	Amazing Athlete	Talented Tool User
Coverage	<ul style="list-style-type: none"> • Skipping, hopping and standing on one leg and hold a position for a few seconds; • Balancing and riding a trike or scooter; • Going up steps or stairs using alternative feet; • Responding to music showing appropriate movement and rhythm. 	<ul style="list-style-type: none"> • Picking up tiny objects using pincer grasp; • Making simple models using small pieces such as lego; • Making small cuts in paper with scissors; • Using a comfortable grip with good control when holding pens, pencils and paint brush • Beginning to show a preference for a dominant hand.
Cultural Capital	<ul style="list-style-type: none"> • Daily time to talk sessions • Outside large playground sessions • Music outside 	<ul style="list-style-type: none"> • Daily time to talk sessions • Show and tell

L

Subject	WOW Writer	Brilliant Bookworm
Coverage	<ul style="list-style-type: none"> • Telling an adult what they have drawn or painted; • Recognising a capital letter at the start of their name; • Identifying sounds from own name in other words; • Ascribing meaning to other marks, like on signage and their own writing 	<ul style="list-style-type: none"> •Joining in with rhymes and stories •Identifying rhymes •Joining in with the rhythm of well known rhymes and Songs •Recognising my own name.
Cultural Capital	<ul style="list-style-type: none"> • Daily time to talk sessions • Daily story times • Weekly library sessions • Weekly readers • Baseline assessments 	<ul style="list-style-type: none"> • Daily time to talk sessions • Daily story times • Weekly library sessions • Weekly readers • Baseline assessments

M

Subject	Master of Maths
Coverage	<ul style="list-style-type: none"> • Using number names to 10 and sometimes counting accurately; • Representing numbers using marks, fingers or digits; • Saying when two small groups have the same number of objects; • Identifying numerals in the environment. • Talk about the routine of the day and using language like 'before' and 'after'; • Start to identify shapes in the environment; • Start to find appropriate shapes for certain tasks; • Start to make more meaningful pictures, patterns and arrangements with shapes.
Cultural Capital	<ul style="list-style-type: none"> • Daily time to talk sessions • Baseline assessments • Daily date/weather chart • Daily story times

UTW

Subject	Exceptional Explorer
Coverage	<ul style="list-style-type: none"> • Beginning to have an understanding for terms like, yesterday, last week and last year; • Appreciating that they may have siblings that are older than them and that they may be older than a younger sibling; • Appreciating that certain artefacts and resources are old and have been used before. • Use technology e.g., a BeeBot and begin to show spatial awareness. • Notice signs of life in the environment - eg changes in trees • Notice changes in the weather and
Cultural Capital	<ul style="list-style-type: none"> • Daily time to talk sessions • Daily story times • 1:1 reading • Show and tell

EAD

Subject	Proud Performer	Dynamic Designer
Coverage	<ul style="list-style-type: none"> • Developing preferences for forms of expression; • Using movement to express feelings; • Creating movement in response to music; • Singing to self and making up simple songs; • Noticing what adults do, imitating what is observed and then doing it spontaneously when the adult is not there; 	<ul style="list-style-type: none"> • Exploring colour and how colours can be changed; • Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects; • Showing interest in and describing the texture of things;
Cultural Capital	<ul style="list-style-type: none"> • Daily time to talk sessions • Daily story times • 1:1 reading • Show and tell • Tidy up time music 	<ul style="list-style-type: none"> • Daily time to talk sessions • Show and tell