

## Number / Mathematics (Number)

<b>30-50 months</b>	<ol style="list-style-type: none"> <li>1. Uses some number names and number language spontaneously.</li> <li>2. Uses some number names accurately in play.</li> <li>3. Recites numbers in order to 10.</li> <li>4. Knows that numbers identify how many objects are in a set.</li> <li>5. Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>6. Sometimes matches numeral and quantity correctly.</li> <li>7. Shows curiosity about numbers by offering comments or asking questions.</li> <li>8. Compares two groups of objects, saying when they have the same number.</li> <li>9. Shows an interest in number problems.</li> <li>10. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> <li>11. Shows an interest in numerals in the environment.</li> <li>12. Shows an interest in representing numbers.</li> <li>13. Realises not only objects, but anything</li> </ol>
<b>40-60 months</b>	<ol style="list-style-type: none"> <li>14. Recognise some numerals of personal significance.</li> <li>15. Recognises numerals 1 to 5.</li> <li>16. Counts up to three or four objects by saying one number name for each item.</li> <li>17. Counts actions or objects which cannot be moved.</li> <li>18. Counts objects to 10, and beginning to count beyond 10.</li> <li>19. Counts out up to six objects from a larger group.</li> <li>20. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>21. Counts an irregular arrangement of up to ten objects.</li> <li>22. Estimates how many objects they can see and checks by counting them.</li> <li>23. Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>24. Finds the total number of items in two groups by counting all of them.</li> <li>25. Says the number that is one more than a given number.</li> <li>26. Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>27. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>28. Records, using marks that they can interpret and explain.</li> <li>29. Begins to identify own mathematical problems based on own interests and fascinations.</li> </ol>
<b>ELG</b>	<ol style="list-style-type: none"> <li>1. Children count reliably with numbers from 1 to 20.</li> <li>2. They place them in order.</li> <li>3. They say which number is one more or one less than a given number.</li> <li>4. Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer.</li> <li>5. They solve problems, including doubling, halving and sharing.</li> </ol>
<b>Exceeding</b>	<ol style="list-style-type: none"> <li>1. Children estimate a number of objects and check quantities by counting up to 20.</li> <li>2. They solve practical problems that involve combining groups of 2,5 and 10, or sharing into equal groups.</li> </ol>
<b>Year One</b>	<p><b><u>Number and Place Value</u></b></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.          Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.          Given a number, identify one more and one less.          Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.          Read and write numbers from 1 to 20 in numerals and words.</p> <p><b><u>Addition and Subtraction</u></b></p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.          Represent and use number bonds and related subtraction facts within 20.          Add and subtract one-digit and two-digit numbers to 20, including zero.          Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = [] - 9</math>.</p> <p><b><u>Multiplication and Division</u></b></p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><b><u>Fractions</u></b></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.          Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>

## Shape, Space and Measure / Mathematics (S,S,M)

<b>30-50 months</b>	<ol style="list-style-type: none"> <li>1. Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>2. Shows awareness of similarities of shapes in the environment.</li> <li>3. Uses positional language.</li> <li>4. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>5. Shows interest in shapes in the environment.</li> <li>6. Uses shapes appropriately for tasks.</li> <li>7. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ol>
<b>40-60 months</b>	<ol style="list-style-type: none"> <li>8. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>9. Selects a particular named shape.</li> <li>10. Can describe their relative position such as 'behind' or 'next to'.</li> <li>11. Orders two or three items by length or height.</li> <li>12. Orders two items by weight or capacity.</li> <li>13. Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>14. Uses everyday language related to time.</li> <li>15. Beginning to use everyday language related to money.</li> <li>16. Orders and sequences familiar events.</li> <li>17. Measures short periods of time in simple ways.</li> </ol>
<b>ELG</b>	<ol style="list-style-type: none"> <li>1. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</li> <li>2. They recognise, create and describe patterns.</li> <li>3. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ol>
<b>Exceeding</b>	<ol style="list-style-type: none"> <li>1. Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</li> </ol>
<b>Year One</b>	<p><b><u>Measurement</u></b>  <u>Compare, describe and solve practical problems for:</u>  lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)  mass or weight (e.g. heavy/light, heavier than, lighter than)  capacity/volume (full/empty, more than, less than, quarter)  time (quicker, slower, earlier, later)</p> <p><u>Measure and begin to record the following:</u>  lengths and heights  mass/weight  capacity and volume  time (hours, minutes, seconds)</p> <p>Recognise and know the value of different denominations of coins and notes.  Sequence events in chronological order using language such as: before and after, next, first, today, Yesterday, tomorrow, morning, afternoon and evening.  Recognise and use language relating to dates, including days of the week, weeks, months and years.  Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p><b><u>Properties of Shape</u></b>  Recognise and name common 2-D and 3-D shapes, including:  2D shapes (e.g. rectangles (including squares), circles and triangles)  Recognise and name common 2-D and 3-D shapes, including:  3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).</p> <p><b><u>Position and Direction</u></b>  Describe position, directions and movements, including half, quarter and three-quarter turns.</p>

## Reading / Reading

<b>30-50 months</b>	<ol style="list-style-type: none"> <li>1. Enjoys rhyming and rhythmic activities.</li> <li>2. Shows awareness of rhyme and alliteration.</li> <li>3. Recognises rhythm in spoken words.</li> <li>4. Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>5. Joins in with repeated refrains and anticipates key events and Phrases in rhymes and stories.</li> <li>6. Beginning to be aware of the way stories are structured.</li> <li>7. Suggests how the story might end.</li> <li>8. Listens to stories with increasing attention and recall.</li> <li>9. Describes main story settings, events and principal characters.</li> <li>10. Shows interest in illustrations and print in books and print in the environment.</li> <li>11. Recognises familiar words and signs such as own name and advertising logos.</li> <li>12. Looks at books independently.</li> <li>13. Handles books carefully.</li> <li>14. Knows information can be relayed in the form of print.</li> <li>15. Holds books the correct way up and turns pages.</li> <li>16. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ol>
<b>40-60 months</b>	<ol style="list-style-type: none"> <li>17. Continues a rhyming string.</li> <li>18. Hears and says the initial sound in words.</li> <li>19. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>20. Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>21. Begins to read words and simple sentences.</li> <li>22. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>23. Enjoys an increasing range of books.</li> <li>24. Knows that information can be retrieved from books and computers.</li> </ol>
<b>ELG</b>	<ol style="list-style-type: none"> <li>1. Children read and understand simple sentences.</li> <li>2. They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>3. They read some common irregular words.</li> <li>4. They demonstrate understanding when talking with others about what they have read.</li> </ol>
<b>Exceeding</b>	<ol style="list-style-type: none"> <li>1. Children can read phonetically regular words of more than 1 syllable as well as many irregular but high frequency words.</li> <li>2. They use phonics, semantic and syntactic knowledge to understand unfamiliar vocabulary.</li> <li>3. They can describe the main events in the simple stories they have read.</li> </ol>
<b>Year One</b>	<p><b><u>Word Reading</u></b></p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including, where applicable sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.</p> <p>Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with the developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p> <p><b><u>Comprehension</u></b></p> <p><b>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussions about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them</p>

## Writing / Writing

<b>30-50 months</b>	<ol style="list-style-type: none"><li>1. Sometimes gives meaning to marks as they draw and paint.</li><li>2. Ascribes meanings to marks that they see in different places.</li></ol>
<b>40-60 months</b>	<ol style="list-style-type: none"><li>1. Gives meaning to marks they make as they draw, write and paint.</li><li>2. Begins to break the flow of speech into words.</li><li>3. Continues a rhyming string.</li><li>4. Hears and says the initial sound in words.</li><li>5. Can segment the sounds in simple words and blend them together.</li><li>6. Links sounds to letters, naming and sounding the letters of the alphabet.</li><li>7. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li><li>8. Writes own name and other things such as labels, captions.</li><li>9. Attempts to write short sentences in meaningful contexts.</li></ol>
<b>ELG</b>	<ol style="list-style-type: none"><li>1. Children use their phonic knowledge to write words in ways which match their spoken sounds.</li><li>2. They also write some irregular common words.</li><li>3. They write simple sentences which can be read by themselves and others.</li><li>4. Some words are spelt correctly and others are phonetically plausible.</li></ol>
<b>Exceeding</b>	<ol style="list-style-type: none"><li>1. Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</li><li>2. They use key features of narrative in their own writing.</li></ol>
<b>Year One</b>	<p><b><u>Transcription</u></b> <b><u>Spell:</u></b> Words containing each of the 40+ phonemes already taught Common exception words Days of the week</p> <p>Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker of verbs. Using the prefix un- Using –ing, -ed, -er and –est where no change is needed in the spelling of root words. [For example, helping, helped, helper, eating, quicker, quickest]</p> <p>Apply simple spelling rules</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><b><u>Handwriting</u></b> Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9 Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b><u>Composition</u></b> Write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>

**Vocabulary, grammar and punctuation**

Develop their understanding of the concepts set out in English Appendix 2 by:

Leaving spaces between words.

Joining words and joining clauses using and.

Beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark.

Using capital letter for names of people, places, the days of the week, and the personal pronoun I.

**Grammar**

**Word:**

Regular plural noun suffixes – s or –es [dog, dogs, wish, wishes] including the effect of these suffixes on the meaning of the noun.

Suffixes that can be added to verbs where no change is needed in the spelling of the root words.

How the prefix un- changes the meaning of verbs and adjectives.

**Sentence:**

How words can combine to make sentences.

Joining words and joining clauses using 'and'

**Text:**

Sequencing sentences to form short narratives.

**Punctuation:**

Separation of words with spaces.

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Capital letters for names and for the personal pronoun I

**Terminology for pupils:**

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

## The World / Science

<b>30-50 months</b>	<ol style="list-style-type: none"> <li>1. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>2. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>3. Talks about why things happen and how things work.</li> <li>4. Developing an understanding of growth, decay and changes over time.</li> <li>5. Shows care and concern for living things and the environment.</li> </ol>
<b>40-60 months</b>	<ol style="list-style-type: none"> <li>6. Looks closely at similarities, differences, patterns and change.</li> </ol>
<b>ELG</b>	<ol style="list-style-type: none"> <li>1. Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>2. They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>3. They make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ol>
<b>Exceeding</b>	<ol style="list-style-type: none"> <li>1. Children know that the environment and living things are influenced by human activity.</li> <li>2. They can describe some actions which people in their own communities do that help to maintain the area they live in.</li> <li>3. They know the properties of some materials and can suggest some of the purposes they are used for.</li> <li>4. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</li> </ol>
<b>Year One</b>	<p><u>Working scientifically</u></p> <p><b>During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</b></p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p> <p><u>Plants</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Animals, including humans</u></p> <p>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Everyday materials</u></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Seasonal change</u></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>

## Technology / Computing

<b>30-50 months</b>	<ol style="list-style-type: none"><li>1. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li><li>2. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li><li>3. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li><li>4. Knows that information can be retrieved from computers</li></ol>
<b>40-60 months</b>	<ol style="list-style-type: none"><li>5. Completes a simple program on a computer.</li><li>6. Uses ICT hardware to interact with age-appropriate computer software.</li></ol>
<b>ELG</b>	<ol style="list-style-type: none"><li>1. Children recognise that a range of technology is used in places such as homes and schools.</li><li>2. They select and use technology for particular purposes.</li></ol>
<b>Exceeding</b>	<ol style="list-style-type: none"><li>1. Children find out about and use a range of everyday technology.</li><li>2. They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</li></ol>
<b>Year One (Key Stage One)</b>	<p><u>Computing</u></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology.</p>

## People and communities / History

30-50 months	<ol style="list-style-type: none"> <li>1. Shows interest in the lives of people who are familiar to them.</li> <li>2. Remembers and talks about significant events in their own experience.</li> <li>3. Recognises and describes special times or events for family or friends.</li> <li>4. Shows interest in different occupations and ways of life.</li> <li>5. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ol>
40-60 months	<ol style="list-style-type: none"> <li>6. Enjoys joining in with family customs and routines.</li> </ol>
ELG	<ol style="list-style-type: none"> <li>1. Children talk about past and present events in their own lives and in the lives of family members.</li> <li>2. They know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>3. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ol>
Exceeding	<ol style="list-style-type: none"> <li>1. Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</li> <li>2. They know that other children have different likes and dislikes and that they may be good at different things.</li> <li>3. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li> </ol>
Year One (Key Stage One)	<p><b>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</b></p> <p><b>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</b></p> <p><b>They should use a wide vocabulary of everyday historical terms.</b></p> <p><b>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally <i>[for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <i>[For example. Elizabeth 1 and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.]</i></p> <p>Significant historical events, people, places in their own locality</p>



## The World / Geography

<b>30-50 months</b>	<ol style="list-style-type: none"> <li>1. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>2. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>3. Talks about why things happen and how things work.</li> <li>4. Developing an understanding of growth, decay and changes over time.</li> <li>5. Shows care and concern for living things and the environment.</li> </ol>
<b>40-60 months</b>	<ol style="list-style-type: none"> <li>6. Looks closely at similarities, differences, patterns and change.</li> </ol>
<b>ELG</b>	<ol style="list-style-type: none"> <li>1. Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>2. They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ol>
<b>Exceeding</b>	<ol style="list-style-type: none"> <li>1. Children know that the environment and living things are influenced by human activity.</li> <li>2. They can describe some actions which people in their own communities do that help to maintain the area they live in.</li> </ol>
<b>Year One (Key Stage One)</b>	<p><b>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</b></p> <p><u>Locational Knowledge</u> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</p> <p><u>Human and physical knowledge</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>

## Moving and Handling / EMM / Physical Education

30-50 months	<p><b><u>Moving and Handling</u></b></p> <ol style="list-style-type: none"> <li>1. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>2. Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>3. Walks downstairs, two feet to each step while carrying a small object.</li> <li>4. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>5. Can stand momentarily on one foot when shown.</li> <li>6. Can catch a large ball.</li> <li>7. Draws lines and circles using gross motor movements.</li> <li>8. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>9. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>10. Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>11. Can copy some letters, e.g. letters from their name.</li> </ol> <p><b><u>Exploring and using media and materials:</u></b></p> <ol style="list-style-type: none"> <li>1. Enjoys joining in with dancing and ring games.</li> <li>3. Beginning to move rhythmically.</li> </ol>
40-60 months	<p><b><u>Moving and Handling</u></b></p> <ol style="list-style-type: none"> <li>12. Experiments with different ways of moving.</li> <li>13. Jumps off an object and lands appropriately.</li> <li>14. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>15. Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>16. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>17. Uses simple tools to effect changes to materials.</li> <li>18. Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>19. Shows a preference for a dominant hand.</li> <li>20. Begins to use anticlockwise movement and retrace vertical lines.</li> <li>21. Begins to form recognisable letters.</li> <li>22. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ol> <p><b><u>Exploring and using media and materials:</u></b></p> <ol style="list-style-type: none"> <li>14. Begins to build a repertoire of songs and dances.</li> </ol>
ELG	<p><b><u>Moving and Handling</u></b></p> <ol style="list-style-type: none"> <li>1. Children show good control and co-ordination in large and small movements.</li> <li>2. Children move confidently in a range of ways, safely negotiating space.</li> <li>3. They handle equipment and tools effectively, including pencils for writing.</li> </ol> <p><b><u>Exploring and using media and materials:</u></b></p> <ol style="list-style-type: none"> <li>1. Children dance, and experiment with ways of changing them.</li> </ol>
Exceeding	<p><b><u>Moving and Handling</u></b></p> <ol style="list-style-type: none"> <li>1. Children can hop confidently and skip in time to music.</li> <li>2. They hold paper in position and use their preferred hand for writing, using a correct pencil grip.</li> <li>3. They are beginning to be able to write on lines and control letter size.</li> </ol>
Year One (Key Stage One)	<p><b>Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.</p>

# Exploring and using media and materials / Being Imaginative / Art and Design

<p>30-50 months</p>	<p><b><u>Exploring and using media and materials</u></b>            7. Explores colour and how colours can be changed.            8. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.            9. Beginning to be interested in and describe the texture of things.            10. Uses various construction materials.            11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.            12. Joins construction pieces together to build and balance.            13. Realises tools can be used for a purpose.</p> <p><b><u>Being imaginative</u></b>            10. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>
<p>40-60 months</p>	<p><b><u>Exploring and using media and materials</u></b>            16. Explores what happens when they mix colours.            17. Experiments to create different textures.            18. Understands that different media can be combined to create new effects.            19. Manipulates materials to achieve a planned effect.            20. Constructs with a purpose in mind, using a variety of resources.            21. Uses simple tools and techniques competently and appropriately.            22. Selects appropriate resources and adapts work where necessary.            23. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b><u>Being imaginative</u></b>            13. Chooses particular colours to use for a purpose.</p>
<p>ELG</p>	<p><b><u>Exploring and using media and materials</u></b>            2. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b><u>Being imaginative</u></b>            1. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.            2. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
<p>Exceeding</p>	<p><b><u>Exploring and using media and materials</u></b>            1. Children develop their own ideas through selecting and using materials and working on processes that interest them.            2. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p><b><u>Being imaginative</u></b>            1. Children talk about the ideas and processes which have led them to make music, designs, images or products.            2. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p>
<p>Year One (Key Stage One)</p>	<p>To use a range of materials creatively to design and make products.            To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.            To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.            About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.</p>

## Exploring and Using Media and Materials / Being Imaginative / Music

	<u>Exploring and Using Media and Materials</u>	<u>Being Imaginative</u>
<b>30-50 months</b>	<ol style="list-style-type: none"> <li>1. Enjoys joining in with dancing and ring games.</li> <li>2. Sings a few familiar songs.</li> <li>3. Beginning to move rhythmically.</li> <li>4. Imitates movement in response to music.</li> <li>5. Taps out simple repeated rhythms.</li> <li>6. Explores and learns how sounds can be changed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing preferences for forms of expression.</li> <li>2. Uses movement to express feelings.</li> <li>3. Creates movement in response to music.</li> <li>4. Sings to self and makes up simple songs.</li> <li>5. Makes up rhythms.</li> <li>10. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ol>
<b>40-60 months</b>	<ol style="list-style-type: none"> <li>14. Begins to build a repertoire of songs and dances.</li> <li>15. Explores the different sounds of instruments.</li> </ol>	<ol style="list-style-type: none"> <li>12. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ol>
<b>ELG</b>	<ol style="list-style-type: none"> <li>1. Children sing songs, make music and dance, and experiment with ways of changing them.</li> </ol>	<ol style="list-style-type: none"> <li>2. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ol>
<b>Exceeding</b>	<ol style="list-style-type: none"> <li>1. Children develop their own ideas through selecting and using materials and working on processes that interest them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children talk about the ideas and processes which have led them to make music, designs, images or products.</li> </ol>
<b>Year One (Key Stage One)</b>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.                      Play tuned and untuned instruments musically.                      Listen with concentration and understanding to a range of high-quality live and recorded music.                      Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	

## EMM / Being Imaginative / Design and Technology

	<u>Exploring and using media and materials</u>	<u>Being imaginative</u>
<b>30-50 months</b>	<p>8. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>9. Beginning to be interested in and describe the texture of things.</p> <p>10. Uses various construction materials.</p> <p>11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>12. Joins construction pieces together to build and balance.</p> <p>13. Realises tools can be used for a purpose.</p>	<p>1. Developing preferences for forms of expression.</p> <p>9. Uses available resources to create props to support role-play.</p> <p>10. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>
<b>40-60 months</b>	<p>17. Experiments to create different textures.</p> <p>18. Understands that different media can be combined to create new effects.</p> <p>19. Manipulates materials to achieve a planned effect.</p> <p>20. Constructs with a purpose in mind, using a variety of resources.</p> <p>21. Uses simple tools and techniques competently and appropriately.</p> <p>22. Selects appropriate resources and adapts work where necessary.</p> <p>23. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>11. Create simple representations of events, people and objects.</p>
<b>ELG</b>	<p>2. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>1. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>2. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
<b>Exceeding</b>	<p>1. Children develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>2. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>	<p>1. Children talk about the ideas and processes which have led them to make music, designs, images or products.</p> <p>2. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p>
<b>Year One (Key Stage One)</b>	<p><b>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</b></p> <p><b><u>Design</u></b> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b><u>Make</u></b> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b><u>Evaluate</u></b> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p><b><u>Technical knowledge</u></b> Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b><u>Cooking and nutrition</u></b> Use the basic principles of a healthy and varied diet. Understand where food comes from.</p>	

## Communication and Language / Spoken Language

	<u>Listening and Attention</u>	<u>Understanding</u>	<u>Speaking</u>
<b>30-50 months</b>	<ol style="list-style-type: none"> <li>1. Listens to others one to one or in small groups, when conversation interests them.</li> <li>2. Listens to stories with increasing attention and recall.</li> <li>3. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>4. Focusing attention – still listen or do, but can shift own attention.</li> <li>5. Is able to follow directions (if not intently focused on own choice of activity).</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands use of objects (e.g. <i>“What do we use to cut things?”</i>)</li> <li>2. Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li> <li>3. Responds to simple instructions, e.g. to get or put away an object.</li> <li>4. Beginning to understand ‘why’ and ‘how’ questions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>2. Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>3. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>4. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>5. Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>6. Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>7. Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>8. Builds up vocabulary that reflects the breadth of their experiences.</li> <li>9. Uses talk in pretending that objects stand for something else in play, e.g. <i>‘This box is my castle.’</i></li> </ol>
<b>40-60 months</b>	<ol style="list-style-type: none"> <li>6. Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>7. Two-channelled attention – can listen and do for short span.</li> </ol>	<ol style="list-style-type: none"> <li>5. Responds to instructions involving a two-part sequence.</li> <li>6. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>7. Able to follow a story without pictures or props.</li> <li>8. Listens and responds to ideas expressed by others in conversation or discussion.</li> </ol>	<ol style="list-style-type: none"> <li>10. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>11. Uses language to imagine and recreate roles and experiences in play situations.</li> <li>12. Links statements and sticks to a main theme or intention.</li> <li>13. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>14. Introduces a storyline or narrative into their play.</li> </ol>
<b>ELG</b>	<ol style="list-style-type: none"> <li>1. Children listen attentively in a range of situations.</li> <li>2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>3. They give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children follow instructions involving several ideas or actions.</li> <li>2. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children express themselves effectively, showing awareness of listeners’ needs.</li> <li>2. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>3. They develop their own narratives and explanations by connecting ideas or events.</li> </ol>
<b>Exceeding</b>	<ol style="list-style-type: none"> <li>1. Children listen to instructions and follow them accurately, asking for clarification if necessary</li> <li>2. They listen attentively with sustained concentration to follow a story without pictures or props.</li> <li>3. They can listen in a larger group, for example, at assembly.</li> </ol>	<ol style="list-style-type: none"> <li>1. After listening to stories children can express views about events or characters in the story and answer questions about why things happened.</li> <li>2. They can carry out instructions which contain several parts in a sequence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children show some awareness of the listener by making changes to language and non-verbal features.</li> <li>2. They recount experiences and imagine possibilities, often connecting ideas.</li> <li>3. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</li> </ol>
<b>Year One  (Year One - Year Six)</b>	<p>Listen and respond appropriately to adults and peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussion, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>		

Prime Area	Personal, Social and Emotional Development / <b>NO OBVIOUS YEAR ONE LINK</b>		
	Making Relationships ( MR)	Self –confidence and self-awareness (SC SA)	Managing feelings and behaviour (MFB)
30 – 50 months	<ol style="list-style-type: none"> <li>1. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>2. Initiates play, offering cues to peers to join them.</li> <li>3. Keeps play going by responding to what others are saying or doing.</li> <li>4. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ol>	<ol style="list-style-type: none"> <li>1. Can select and use activities and resources with help.</li> <li>2. Welcomes and values praise for what they have done.</li> <li>3. Enjoys responsibility of carrying out small tasks.</li> <li>4. Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>5. Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>6. Shows confidence in asking adults for help.</li> </ol>	<ol style="list-style-type: none"> <li>1. Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>2. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>3. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>4. Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ol>
40 – 60+ months	<ol style="list-style-type: none"> <li>5. Initiates conversations, attends to and takes account of what others say.</li> <li>6. Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>7. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ol>	<ol style="list-style-type: none"> <li>7. Confident to speak to others about own needs, wants, interests and opinions.</li> <li>8. Can describe self in positive terms and talk about abilities.</li> </ol>	<ol style="list-style-type: none"> <li>5. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>6. Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>7. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ol>
ELGs	<ol style="list-style-type: none"> <li>1. Children play co-operatively, taking turns with others.</li> <li>2. They take account of one another's ideas about how to organise their activity.</li> <li>3. They show sensitivity to others' needs and feelings.</li> <li>4. They form positive relationships with adults and other children</li> </ol>	<ol style="list-style-type: none"> <li>1. Children are confident to try new activities.</li> <li>2. They can say why they like some activities more than others.</li> <li>3. They are confident to speak in a familiar group.</li> <li>4. They will talk about their ideas.</li> <li>5. They will choose the resources they need for their chosen activities.</li> <li>6. They say when they do or don't need help.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children talk about how they and others show feelings.</li> <li>2. Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</li> <li>3. They work as part of a group or class and understand and follow the rules.</li> <li>4. They adjust their behaviour to different situations.</li> <li>5. They take changes of routine in their stride.</li> </ol>
Exceeding	<ol style="list-style-type: none"> <li>1. Children play group games with rules.</li> <li>2. They understand someone else's point of view can be different from theirs.</li> <li>3. They resolve minor disagreements through listening to each other to come up with a fair solution.</li> <li>4. They understand what bullying is and that this is unacceptable behaviour.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children are confident speaking to a class group.</li> <li>2. They can talk about the things they enjoy, and are good at, and about the things they do not find easy.</li> <li>3. They are resourceful in finding support when they need help or information.</li> <li>4. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children know some ways to manage their feelings and are beginning to use these to maintain control.</li> <li>2. They can listen to each other's suggestions and plan how to achieve an outcome without adult help.</li> <li>3. They know when and how to stand up for themselves appropriately.</li> <li>4. They can stop and think before acting and they can wait for things they want.</li> </ol>

Specific Area	<p style="text-align: center;"><b>Being Imaginative / NO OBVIOUS YEAR ONE LINK</b></p> <p style="text-align: center;"><b>The Bold and Highlighted statements are not found in any other Year One area</b></p>
	<p><b>Being imaginative (I)</b></p>
30 – 50 months	<p>1. Developing preferences for forms of expression.            2. Uses movement to express feelings.            3. Creates movement in response to music.            4. Sings to self and makes up simple songs.            5. Makes up rhythms.  <b>6. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</b>  <b>7. Engages in imaginative role-play based on own first-hand experiences.</b>  <b>8. Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.</b>  <b>9. Uses available resources to create props to support role-play.</b>            10. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>
40 – 60+ months	<p><b>11. Create simple representations of events, people and objects.</b>            12. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.            13. Chooses particular colours to use for a purpose.  <b>14. Introduces a storyline or narrative into their play.</b>  <b>15. Plays alongside other children who are engaged in the same theme.</b>  <b>16. Plays cooperatively as part of a group to develop and act out a narrative.</b></p>
ELGs	<p>1. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.            2. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
Exceeding	<p>1. Children talk about the ideas and processes which have led them to make music, designs, images or products.            2. They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others.</p>



Prime Area	<p style="text-align: center;"><b>Health and self-care</b></p> <p style="text-align: center;">Some of these statements do link to the year one D and T and physical education curriculum. It felt too difficult to link them up individually, so I have left them as they are.</p>
30 – 50 months	<ol style="list-style-type: none"> <li>1. Can tell adults when hungry or tired or when they want to rest or play.</li> <li>2. Observes the effects of activity on their bodies.</li> <li>3. Understands that equipment and tools have to be used safely.</li> <li>4. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>5. Can usually manage washing and drying hands.</li> <li>6. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ol>
40 – 60+ months	<ol style="list-style-type: none"> <li>7. Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>8. Usually dry and clean during the day.</li> <li>9. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>10. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>11. Shows understanding of how to transport and store equipment safely.</li> <li>12. Practices some appropriate safety measures without direct supervision.</li> </ol>
ELGs	<ol style="list-style-type: none"> <li>1. Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</li> <li>2. They manage their own basic hygiene and person needs successfully, including dressing and going to the toilet independently.</li> </ol>
Exceeding	<ol style="list-style-type: none"> <li>1. Children know about, and can make healthy choices in relation to, healthy eating and exercise.</li> <li>2. They can dress and undress independently, successfully managing fastening buttons or laces.</li> </ol>