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| **Area** | **Autumn 1 – All about me: Families, friendships, where we live, emotions, interests, favourite foods.** | **Autumn 2 – The season autumn and all that happens during the season Remembrance Sunday, fireworks night, Diwali. Harvest and farming. Christmas.** | **Spring 1 - Healthy eating, oral health, and exercise. Chinese New Year.**  **Dinosaurs and dragons**  **Valentine’s Day, Princess/ knights, and castles.** | **Spring 2 - St David’s Day, Pancake Day. Growing, Spring, Mother’s Day, mini beasts,**  **Easter** | **Summer 1 - Superhero week, Eid (MG), Pirate week. Transport. People that help us.** | **Summer 2 – Recycling, Father’s Day, Nursery rhymes,**  **Under the sea, Holidays.** |
| PSED | \*Find ways of managing transitions, for example from their parent to their key person.  \*Increasing desire to be independent.  \*To be aware of rules and boundaries.  Beginning to learn about the 3 golden rules:  1. Kind hands  2. listening ears  3. Walking legs when inside.  Bring their own interests and fascinations into early years settings. This helps them to develop their learning.  Begin to correct their mistakes themselves.  Know more, so feel confident about coming up with their own ideas. Make more links between those ideas | \*Beginning to express preferences and decisions. They also try new things.  \*Begins to feel confident when taken out around the local neighbourhood of Padbury, and enjoys exploring new places with their key person. This can be demonstrated when walking to the village war memorial to place a poppy wreath on from the Pre-school.  \*Plays with increasing confidence on their own and with other children,because they know their key person is nearby and available.  \*Feel strong enough to express a range of emotions Using our emotion display or emotion peg board. Emphasis could be made on how watching fireworks makes us feel. | \*Develop play with other children  \*Begin to show ‘effortful control’. For example, waiting for a turn  \*May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they shouldn’t do. | \*Notice differences, such as skin colour, types of hair, gender etc.  \*Safely explore emotions beyond their normal range through play and stories.  \*Be increasingly able to talk about and manage their emotions.  \*Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions. This can be done using our bright idea board. | \*Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.  \*Develop independence and will try to do things by themselves. Will say no to help- but will sometimes be upset when unsuccessful.  \*Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others feelings. | \*Plays with increasing confidence on their own and with other children.  \*Feels strong enough to express a range of emotions.  \* Is able to respond to others needs more ie, sharing with others. |
| C&L | \*Enjoys singing, music and toys that make sounds.  \*Listen and respond to a simple instruction for example ‘if you are wearing red you can go and wash your hands for lunch’.  \*Recognise and point to objects if asked about them.  \*May Copy your gestures and words.  \*Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.  \*Uses single words during play.  Guides their own thinking and actions by referring to visual aids or by talking to themselves while playing. | \*Beginning to talk about people and things that are not present. Such as Mummy being at work.  \* Beginning to put 2/3 words together  \*Start to say how they are feeling, using words as well as actions with the aid of the feelings board and emotion peg display.  \*Enjoys laughing and being playful with others.  \*Listens to and enjoys rhythmic patterns in rhymes and stories. Such as Christmas songs and the Christmas story.  \*Beginning to ask simple questions | \*Beginning to know a variety of rhymes.  \*Generally, focus on an activity of their own choice and may find it difficult to be directed by an adult.  \*Start to develop conversation, often jumping from topic to topic.  \*Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.  \*Confidently put 2/3 words together.  \*Frequently asking questions.  \*Listens with interest to the stories read to them.  \*Identifies action words by following simple instructions e.g. show me jumping  \*Begin to understand more complex sentences, e.g. put your toys away and sit on the carpet.  \*Learns new words rapidly and uses them in communicating. | \*Begins to talk about a familiar book.  \*Single channelled attention, can shift to a different task if attention is fully obtained – using child’s name to fully focus child.  \*Uses language to share feelings, experiences and thoughts.  \*Beginning to use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | \* Able to talk about familiar books.  \*Listens to familiar stories with increasing attention and recall.  \*Develops an understanding of simple concepts, fast / slow good/bad.  \*Understands the use of objects. – ‘what do we use to cut?’  \*Uses a wider range of vocabulary based on their own experiences, thoughts and ideas. | \*Understands and acts on longer sentences for example ‘can you make teddy jump?’  \*Understands and uses simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).  \* Listens to simple stories and understands what is happening, with the help of the pictures and open-ended questions. This can be done through stories, story spoons, helicopter stories. |
| PD | \*Try a wider range of foods with different tastes and textures. Practitioners are to ensure there is a variety of foods for snack times to encourage this.  \*Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. This can be achieved by ensuring an adequate continuous provision outside.  \*Build independently with a range of appropriate resources. Such as junk modelling, construction toys, building site equipment.  \*Beginning to develop manipulation and control through playdough, threading, puzzles, mark making on large paper.  When holding crayons, chalks etc, \*Makes connections between their movement and the marks they make. | \*Beginning to sit on a push-along wheeled toy, use a scooter or ride a tricycle.  \*Clap, stamp and move rhythmically to music.  \*Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.  \*Explore different materials and tools for example different sensory activities or the use of real tools such as hammers and screwdrivers available on the workbench. | \*Show an increasing desire to be independent, such as wanting pour their own drinks at snack time and dress or undress.  \*Develop manipulation and control with one handed tools.  \*Holds mark making tools with thumb and all fingers. | \*Use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks.  \*Enjoy starting to kick, throw and catch balls.  \*Able to build independently with a range of appropriate resources both large or small scale structures with loose parts, construction toys, junk modelling and construction site equipment. | \*Spin, roll and independently use rope swing in the garden.  \*To begin to use one-handed tools and equipment, for example, making snips in paper with scissors or a knife to spread jam at snack time.  \*Beginning to recognise danger and seeks support of significant adults for help.  \*Kicks a stationary ball with either foot.  \*Throws a ball with increasing force.  \*Starts to catch a large ball by using two hands and their chest to catch it. | \*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  \*Beginning to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  \*Skip, hop, stand on one foot and hold a pose for a game like musical statues or when doing different poses during children’s yoga.  \*Use large muscle movements to wave flags and streamers, paint and make marks. |
| Lit | \*Enjoys songs and rhymes tuning in and paying attention. Keen to choose the next song to sing.  \*Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  \*Pays attention and responds to the pictures or the words within familiar stories.  \* Enjoys drawing freely. | \*Enjoys sharing books with an adult.  \*Enjoys drawing freely.  \*Enjoys rhythmic and musical activities with percussion, songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes  \*Sing songs and say rhymes independently, for example, singing whilst playing. | \*Have favourite books and seeks them out, to share with an adult.  \*Repeats words and phrases from familiar stories.  \*Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.  \*Say some of the words in songs and rhymes accurately. | \*Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”  \*Develops play around favourite stories using props. Such as dressing up clothes, story spoons, puppets.  \*Asks questions about the book. Makes comments and shares their own ideas.  \*To join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments. | \* Develop play around favourite stories using props.  \*Beginning to join in with conversations about stories and learn new vocabulary | \*Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)  \*Sing songs and say rhymes independently, for example, singing whilst playing or wanting to sing in front of a group.  \* Repeat words and phrases from familiar stories without prompting.  \*Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. |
| Math | \*React to changes of amount in a group of up to three items whilst using loose parts, compare bears or other items of interest.  \*Beginning to recite number names in sequence. Often when counting the number of children present each day.  \*Take part in finger rhymes with numbers.  \*Say some number names randomly during play.  Sort materials into groups.  Solve real number problems. | \*Combine objects like stacking blocks and cups. Put objects inside others and take them out again.  **\***Build with a range of resources.  \*Complete inset puzzles.  \*Beginning to categorise objects according to properties such as shape or size. | \*React to changes of amount in a group of up to three items.  \*Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’  \*Recites some number names in sequence  \*Beginning to recite numbers past 5.  \*Beginning to show finger numbers up to 5.  \*Beginning to recognise numerals of personal significance such as their age. | \*Beginning to categorise objects according to properties such as shape or size.  \*Beginning to use positional language.  \*Notices patterns and arrange things in patterns.  \*Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. | \*Recites numbers in order to 10.  \*Counts up to three or four objects by saying one number name for each item.  \*Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  \* Recite numbers past 5.  \* Say one number for each item in order: 1,2,3,4,5.  \* Knows that the last number reached when counting a small set of objects tells you how many there are in total.  \* Experiments with their own symbols and marks as well as numerals.  \*Selects a small number of objects from a group when asked.  \*Compare amounts, saying ‘lots’, ‘more’ or ‘same’. | \*Uses positional language during play and within everyday language.  \*Makes comparisons between objects relating to size, length, weight and capacity.  \*Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  \*Combine shapes to make new ones – an arch, a bigger triangle etc. |
| UW | \*Repeat actions that have an effect. (Exploring how things work)  \*Explore materials with different properties.  \*Beginning to explore natural materials, indoors and outside such as loose parts.  Realise that their actions have an effect on the world, so they want to keep repeating them.  Respond to new experiences that you bring to their attention.  Use pretend play to think beyond the ‘here and now’ and to understand another perspective. | \*Explore and respond to different natural events in their setting and on outings within Padbury such as standing in the rain with wellies and umbrellas, jumping in puddles, bug hunts and local walks. | \*Talk about the differences between materials and changes they notice such as melting ice.  \*Notice differences between people through family photos, special events and celebrations. | \* Beginning to plant seeds and care for growing plants.  \*Explore collections of materials with similar and/or different properties. | \*Shows interest in different occupations i.e. doctors, postman, refuse collectors.  \* Explore how things work. Through problem solving and potion making.  \* Able to talk about what they see, using a wide vocabulary.  \*Plant seeds and care for growing plant and demonstrating respect for the natural world.  \*Beginning to use all their senses in hands-on exploration of natural materials showing curiosity to explore and make their own choices). | \*Make connections between the features of their family and other families.  \*Notice differences between people, culture and celebrations. |
| EAD | \*Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  \*Explore their voices and enjoy making sounds.  \*Move and dance to music through ‘jump start johnny’ and action songs such as ‘head, shoulders, knees and toes’.  Takes part in simple pretend play.  Uses pretend play to think beyond the ‘here and now’ and to understand another perspective or past events. Making sense of their world. | \*Shows attention to sounds and music.  when playing different cultural/genre music etc.  \*Explores different materials, using all their senses to investigate them such as  cornflour, shaving foam and ice play.  \*Beginning to make marks intentionally. | \*Begin to use their imagination as they consider what they can do with different materials.  \*Explore their voices and enjoy making sounds. (loud, quiet, fast, slow)  \*Manipulate and play with different materials using various tools like scissors, cutters, hammers. | \*Beginning to make simple models which express their ideas through junk modelling etc.  \*Makes marks intentionally. (in flour, sand, pens, crayons, paint etc)  \*Freely explores paint, using fingers and other parts of their bodies as well as brushes and other tools.  \*Joins in with songs and rhymes. | \*Express ideas and feelings through making marks, and sometimes giving a meaning to the marks they make. For example, ‘this is my rainbow’.  \*Able to make simple models which express their ideas. i.e. junk modelling, loose parts.  \*Beginning to develop their own ideas and then decide which materials to use to express them.  \*Explore colour and colour-mixing.  \*Responds emotionally and physically to music when it changes.  •Explores a range of sound-makers and instruments and play them in different ways. | \*Use their imagination as they consider what they can do with different materials.  \*Make simple models which express their ideas  \*Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.  \*Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it’s a phone. |