

<u>Areas of learning</u>		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
		<u>Backdrops to learning:</u> <ul style="list-style-type: none"> ❖ Where our story starts. ❖ In the land of ... nursery rhymes. <u>Trip:</u> Library <u>Parent partnership events:</u> Grandparent day - crafting week	<u>Backdrops to learning:</u> <ul style="list-style-type: none"> ❖ Beep Beep ...Stay safe. ❖ I wonder who lives here. <u>Trip:</u> Bus Museum <u>Parent partnership events:</u> Pumpkin carving competition.	<u>Backdrops to learning:</u> <ul style="list-style-type: none"> ❖ Seeds, eggs and spawn. ❖ Life on the farm. <u>Trip:</u> Haylands farm <u>Parent partnership events:</u> Teddy Bears picnic	<u>Backdrops to learning:</u> <ul style="list-style-type: none"> ❖ Pre-school'asauras ❖ I can see a rainbow. <u>Trip:</u> Dinosaur Isle <u>Parent partnership events:</u> Mother's Day afternoon tea (all week)	<u>Backdrops to learning:</u> <ul style="list-style-type: none"> ❖ Our planet. ❖ Under the sea. <u>Trip:</u> Aquarium <u>Parent partnership events:</u> Planting session.	<u>Backdrops to learning:</u> <ul style="list-style-type: none"> ❖ When I grow up. ❖ Moving on. <u>Trip:</u> Beach trip/Lifeboat <u>Parent partnership events:</u> Father's Day breakfast & junk modelling session.
<u>Personal, Social, Emotional Development</u>	<u>Making relationships</u>	<ul style="list-style-type: none"> • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments. 					<ul style="list-style-type: none"> • Uses their experiences of adult behaviours to guide their social relationships and interactions.
	<u>Sense of self</u>	<ul style="list-style-type: none"> • Knows their own name, their preferences and interests. • Is developing an understanding of and interest in differences of gender, ethnicity and ability. 					<ul style="list-style-type: none"> • Enjoys a sense of belonging through being involved in daily tasks. • Is becoming more aware of similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social

							groups and to their peers.
	<u>Understanding emotions</u>	<ul style="list-style-type: none"> Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions. 	<ul style="list-style-type: none"> May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions 				<ul style="list-style-type: none"> Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.
<u>Communication and Language:</u>	<u>Listening and attention</u>	<ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds. Shows interest in play with sounds, songs and rhymes. Single channelled attention; can shift to a different task if attention fully obtained - using child's name helps focus. Listens to others in one-to-one or small groups, when conversation interests them. Listens to familiar stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention - can still listen or do but can change their own focus of attention. Is able to follow directions (if not intently focused). 					
	<u>Understanding</u>	<ul style="list-style-type: none"> Identifies action words by following simple instructions. Beginning to understand more complex sentences. Understands who, what, where in simple questions. Developing understanding of simple concepts. Understanding use of objects. Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. Responds to instructions with more elements. Beginning to understand why and how questions. 					
	<u>Speaking</u>	<ul style="list-style-type: none"> Uses language to share feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses a variety of questions. Uses longer sentences. Beginning to use word endings. Beginning to use more complex sentences to link thoughts. Able to use language in recalling past experiences. Can retell a simple past event in correct order. Uses talk to explain what is happening and anticipate what might happen next. Questions why things happen and gives explanations. Beginning to use a range of tenses. 					

		<ul style="list-style-type: none"> Continues to make some errors in language. Uses intonation, rhythm and phrasing to make the meaning clear to others. Talks more extensively about things that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play. 					
Physical Developments	Moving and handling		<ul style="list-style-type: none"> Turns pages in a book, sometimes several at once. Moves in response to music, or rhythms played on instruments such as drums or shakers. 	<ul style="list-style-type: none"> Begins to understand and choose different ways of moving. 	<ul style="list-style-type: none"> Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Sits comfortably on a chair with both feet on the ground. Runs safely on whole foot. Jumps up into the air with both feet leaving the floor and can jump forward a small distance. Begins to walk, run and climb on different levels and surfaces. Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. 		
	Health and self-care	<ul style="list-style-type: none"> Feeds self competently. Can hold a cup with two hands and drink well without spilling. Can name and identify different parts of the body. 	<ul style="list-style-type: none"> Develops some independence in self-care and show and awareness of routines such as handwashing but still often needs adult support. 	<ul style="list-style-type: none"> Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots. 			
Literacy	Reading	<ul style="list-style-type: none"> Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps. 	<ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles. Fills in the missing word or phrase in a known rhyme, story or game. 	<ul style="list-style-type: none"> Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. 	<ul style="list-style-type: none"> Listens to and joins in with stories and poems, when reading one-to-one and in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Begins to be aware of the way stories are structured, and to tell own stories. Talks about events and principal characters in stories and suggests how the story might end. Shows interest in illustrations and words in print and digital books and words in the environment. Recognises familiar words and signs such as own name, advertising logos and screen icons. Looks at and enjoys print and digital books independently. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Knows information can be relayed through signs and symbols in various forms. Handles books and touch screen technology carefully and the correct way up with growing competence. Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> Shows awareness of rhyme and alliteration. Recognise rhythm in spoken words, songs, poems and rhymes. Claps or tapes the syllables in words during sound play. Hears and says the initial sounds in words. 		

	<u>Writing</u>	<ul style="list-style-type: none"> Distinguishes between the marks they make. Enjoys drawing and writing on paper, on screen and on different textures. 			<ul style="list-style-type: none"> Sometimes gives meaning to their drawing and paintings. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. 		<ul style="list-style-type: none"> Makes up stories, play scenarios and drawings in response to experiences such as outings. Includes mark making and early writing in their play.
<u>Mathematics</u>	<u>Numbers</u>	<ul style="list-style-type: none"> Beginning to count on their fingers. May enjoy counting verbally as far as they can go. Beginning to notice numerals (number symbols). Begins to say numbers in order, some of which are in the right order (ordinality). Beginning to compare and recognise changes in numbers of things, using words like more, lots or same. In everyday situations, takes or gives two or three objects from a group. 					
	<u>Shape, space and measure</u>	<ul style="list-style-type: none"> Begins to remember their way around familiar environments. Explores differences in size, length, weight and capacity. Recalls a sequence of events in everyday life and stories. 	<ul style="list-style-type: none"> Moves their bodies and toys around objects and explores fitting into spaces. Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. Explores how things look from different viewpoints including things that are near or far away. Responds to some spatial and positional language. Is interested in what happens next using the pattern of everyday routines. Joins in and anticipates repeated sound and action patterns. 	<ul style="list-style-type: none"> Attempts to create arches and enclosures when building, using trial and improvement to select blocks. Chooses puzzle pieces and tries to fit them in. Makes simple constructions. Creates own spatial patterns showing some organisation or regularity. Recognises that two objects have the same shape. 	<ul style="list-style-type: none"> Explores and adds to simple linear patterns of two or three repeating items. In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. 	<ul style="list-style-type: none"> Chooses items based on their shape which are appropriate for the child's purpose. Shows awareness of shape similarities and differences between objects. Explores differences in size, length, weight and capacity. 	<ul style="list-style-type: none"> Beginning to understand some talk about immediate past and future. Beginning to anticipate times of the day such as mealtimes and home time.

<u>Understanding the world:</u>	<u>People and communities</u>	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Has a sense of own immediate family and relations and pets. 	<ul style="list-style-type: none"> Beginning to have their own friends. In pretend play, imitates everyday actions and events from own family and cultural background. Enjoys joining in with family customs and routines. Recognises and describes special times or events for family or friends. 			<ul style="list-style-type: none"> Learns that they have similarities and differences that connect them to, and distinguish them from, others. 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. 	<ul style="list-style-type: none"> Shows interest in different occupations.
	<u>The world</u>		<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<ul style="list-style-type: none"> Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Enjoys playing with small world reconstructions, building on first hand experiences. Talks about why things happen and how things work. 		<ul style="list-style-type: none"> Begin to understand the effect their behaviour can have on the environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Notices detailed features of objects in their environment. 	
	<u>Technology</u>		<ul style="list-style-type: none"> Plays with a range of materials to learn cause and effect. 	<ul style="list-style-type: none"> Operates mechanical toys. 	<ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 		<ul style="list-style-type: none"> Plays with water to investigate. Uses pipes, funnels and other tools to carry/transport water from one place to another.

<u>Expressive arts and design:</u>	<u>Creating with materials</u>	<ul style="list-style-type: none"> • Uses tools for a purpose. • Joins in singing songs. • Creates sounds by rubbing, shaking, tapping, striking or blowing. • Sing familiar songs. 	<ul style="list-style-type: none"> • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them. • Continues to explore moving in a range of ways. 	<ul style="list-style-type: none"> • Uses various construction materials. • Uses 3D and 2D structures to explore materials and/or to express ideas. 	<ul style="list-style-type: none"> • Continues to explore colour and how colours can be changed. • Enjoys and responds to playing with colour in a variety of ways. 	<ul style="list-style-type: none"> • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. • Develops an understanding of how to create and use sounds intentionally. • Taps out simple repeated rhythms. • Enjoys joining in with moving, dancing and ring games. • Explore and learn how sounds and movements can be changed. 	
	<u>Being imaginative and expressive</u>	<ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings. • Experiments and creates movement in response to music, stories and ideas. • Uses everyday materials to explore, understand and represent their world - their ideas, interests and fascinations. 	<ul style="list-style-type: none"> • Plays alongside other children who are engaged in the same theme. • Begins to make believe by pretending using sounds, movements, words, objects - beginning to describe sounds and music imaginatively e.g. scary music. • Creates rhythmic sounds and movement. 	<ul style="list-style-type: none"> • Engages in imaginative play based on own ideas or first-hand or peer experiences. 	<ul style="list-style-type: none"> • Uses available resources to create props to support play. 	<ul style="list-style-type: none"> • Sings to self and makes up simple songs. 	<ul style="list-style-type: none"> • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. • Creates sounds, movements, drawings to accompany stories.