



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Prime Areas of Learning</b>						
<b>Communication and Language</b>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p>	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>Use talk to organise themselves and their play.</p>	<p>Understand a question or instruction that has two parts.</p> <p>Use longer sentences of four to six words.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their pronunciation, but may continue to have problems saying: some sounds (r, j, th, ch, sh) Multisyllabic words (pterodactyl: hippopotamus)</p>	<p>Understand 'why' questions.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>

<p><b>Personal, Social and Emotional Development</b></p>	<p>Select and use activities and resources, with help when needed. This helps them achieve the goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet.</p>	<p>Understand gradually how others might be feeling.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Show more confidence in new social situations.</p> <p>Find solutions to conflicts and rivalries.</p>	<p>Remember rules without needing an adult to remind them.</p> <p>Talk with others to solve conflicts.</p>
<p><b>Physical Development</b></p>	<p>Get Set 4 PE</p>	<p>Get Set 4 PE</p>	<p>Get Set 4 PE</p>	<p>Get Set 4 PE</p>	<p>Get Set 4 PE</p>	<p>Get Set 4 PE</p>

	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large scale muscle movements to wave flags and streamers, paint and make marks.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p>	<p>Go up steps and stairs, or climb apparatus, using alternate feet.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Choose the right resources to carry out their own plan.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large, hollow blocks.</p>	<p>Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Show a preference for a dominant hand.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Specific Areas of Learning</b>						
<p><b>Literacy:</b></p> <p><b>Phonics (Phonics Bug)</b></p>	<p>Develop their phonological awareness, so they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count and clap syllables in a word.</li> <li>- recognise words with the same initial sounds.</li> </ul>					

<p><b>Comprehension</b></p>	<p>Understand the key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> </ul>	<p>Understand the key concepts about print:</p> <ul style="list-style-type: none"> <li>- we read English from left to right and from top to bottom</li> <li>- page sequencing</li> </ul>	<p>Understand the key concepts about print:</p> <ul style="list-style-type: none"> <li>- the names of different parts of a book</li> <li>- print can have different purposes</li> </ul>	<p>Understand the key concepts about print:</p> <ul style="list-style-type: none"> <li>- the names of different parts of a book</li> <li>- print can have different purposes</li> </ul>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	
<p><b>Writing</b></p>				<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</p>	<p>Write some letters accurately</p>	<p>Write some or all of their name</p>
<p><b>Maths</b></p>	<p>Describe a familiar route.</p>	<p>Develop fast recognition of up to</p>	<p>Recite numbers past 5.</p>	<p>Know that the last number reached</p>	<p>Compare quantities using language:</p>	<p>Link numerals and amounts: for</p>

	<p>Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Talk about and identify the patterns around them.</p>	<p>3 objects, without having to count them individually (subitising).</p> <p>Show 'finger numbers' up to 5.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Understand position through words alone.</p>	<p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Extend and create ABAB patterns.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>when counting a small set of objects tells you how many there are in total ('cardinal principal').</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p>	<p>'more than', 'fewer than'.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>example, showing the right number of objects to match the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>
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<p><b>Understanding the World</b></p>	<p>Talk about what they can see, using a wide vocabulary.</p> <p>Begins to make sense of their own lifestory and family's history.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and animal.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Explore how things work.</p>	<p>Shows interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p>
<p><b>Expressive Arts and Design</b></p>	<p>Take part in simple pretend play, using an object to represent something</p>	<p>Explore different materials freely, to develop their ideas about how to use</p>	<p>Begin to develop complex stories using small world equipment like</p>	<p>Develop their own ideas and then decide which</p>	<p>Make imaginative and complex 'small worlds' with blocks</p>	<p>Show different emotions in their drawings and paintings, like</p>

	<p>else even though they are not similar.</p> <p>Create closed shapes with continuous lines and being to use these shapes to represent objects.</p> <p>Listen with increased attention to sounds.</p>	<p>them and what to make.</p> <p>Explore colour and colour-mixing.</p> <p>Remember and sing entire songs.</p>	<p>animal sets, dolls and dolls houses etc.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Sing the pitch of a tune sung by another person ('pitch match').</p>	<p>materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>and construction kits.</p> <p>Join different materials and explore different textures.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>happiness, sadness, fear etc.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
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