



Prime Areas of Learning						
Cycle 1	All about Me	Let's Celebrate	Long, Long ago	On the farm	Nursery Rhymes	Real Life Hero
Cycle 2	Home Sweet Home	Light and Dark	Go Wild	In my garden	Traditional	When I grow up
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<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. " Why do you think the caterpillar got so fat?"</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>Personal, Social and Emotional Development</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>
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<p>Physical Development</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
Specific Areas of Learning						
<p>Phonics (Read, Write, Inc) Word Reading</p>	<p>Introduce children to My Turn Your Turn – Model how to use it, showing hand signals and using clear pronunciation.</p> <p>- Develop and share Nursery Rhyme spine – Ensure nursery rhymes from Ladybird Nursery are in here as well to increase familiarity with rhyme, rhythm and language.</p> <p>- Story Corner</p>	<p>Continue Autumn Term + Role Play – Bear Hunt, Hungry Caterpillar, Our Wonderful Word, Owl Babies.</p> <p>- Hot Seating through reduced adult modelling – Use characters linked to our role play. Use adults to model a minimum amount of hot seating and encourage the children to use hot seating throughout the day.</p>	<p>Continue Autumn and Spring Term + Role Play – The Three Little Pigs, Smartest Giant, Humpty Dumpty, Goldilocks has Chicken Pox,</p> <p>- 15 minute phonics lesson, Repeated morning and afternoon. - Start Phonics by showing 5 pictures a day using the A4 cards, saying the pictures e.g. maisy mountain mountain, apple, dinosaur etc. Repeat all of set 1 until it is completely embedded.</p>			

	<ul style="list-style-type: none"> - All 'Stories That Shape Us' available for children to look at everyday, - Link stories to experiences - relate aspects from stories to personal experiences or experiences the children can relate to such as 'I remember when ..' or 'This is like ...'. This will show them stories can have real life implications. - Chosen 'New Vocab' for each week - all linked to 'Over the rainbow' topic. (to be confirmed). - Introduce Silent Signals, such as stop, MTTYT. - Build up carpet time - begin sharing stories from 'Stories that shape us' and developing the love of reading and stories, Begin encouraging children to sit on the floor with their legs crossed, making sure they are listening. - TTYP – Introduce this through the register, repeating 'Good Morning Teacher' and then showing them how they can incorporate 'Good Morning Partner' afterwards. Model partner talk with other adults in the classroom to show all children the expectations. - Planned talk – begin spontaneously but begin adding to planning, - Role Play – The role play will be based upon the linked texts for this 	<ul style="list-style-type: none"> - Build a sentence. Use pictures from the linked texts, for example Brown Bear, Brown Bear, to develop their concept 'The brown bear' into 'The large, scary brown bear. Give children a choice between two words such as 'fierce' and 'caring'. – <p>Chosen 'New Vocab' each week – Build up to 15 minutes of story and/or carpet time.</p> <ul style="list-style-type: none"> - Begin Fred Talk. <p>Use Nursery Rhymes from agreed Nursery Rhyme Spine and begin segmenting words for children to begin orally blending e.g. Hickory, Dickory, d-o-ck.</p> <ul style="list-style-type: none"> - Assess whether children are ready to begin phonics. -Start introducing picture cards from March. 	<ul style="list-style-type: none"> - Introduce Set 1 Lesson. No reading words, focus on air writing sound and oral blending. Use the pictures to help embed the sound. - Guided group - Write letter of the day with pencil and paper to develop pencil grip and control. - If sound is embedded, then begin assisted blending using A4 cards in pocket chart. - Use pocket chart for reading CVC words for word building. - Move to green words once children are secure in word building.
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	<p>term – Dear Zoo, Little Red Hen, Handa’s Surprise, The Nativity Story. - Building sentences orally</p> <p>– Model to the children how we can build a sentence, developing and extending it, with them beginning to embellish it back. Begin this spontaneously through interactions, continuous provision, gradually building into role play area.</p> <p>- Fred Games – Use games such as ‘Fred Says’, ‘Fred I Spy’ and ‘Fred Animals’ with pictures and props to help them begin and develop their understanding of blending sounds.</p> <p>- Hot Seating through adult modelling</p> <p>– Use characters linked to our role play. Use adults modelling the characters and encourage the children to ask them questions.</p>					
<p>Literacy: Comprehension</p>	<p>Understand the key concepts about print:</p> <p>- print has meaning</p>	<p>Understand the key concepts about print:</p> <p>we read English from left to right and from top to bottom</p> <p>page sequencing</p>	<p>Understand the key concepts about print:</p> <p>the names of different parts of a book</p> <p>print can have different purposes</p>	<p>Understand the key concepts about print:</p> <p>the names of different parts of a book</p> <p>print can have different purposes</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	

Writing				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	Write some letters accurately	Write some or all of their name
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<p>Maths</p>	<p>Describe a familiar route.</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>Develop fast recognition of up to 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. For example, "The bag is under the table," – with no pointing.</p>	<p>Recite numbers past 5.</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>Know that the last number reached 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>Compare quantities using language: '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>Link numerals and amounts: for 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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Understanding of the World	<p>Talk about what they can see, using a wide vocabulary.</p> <p>Begins to make sense of their own life-story 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>
RE	<p>Develop their sense of responsibility and membership of a community.</p>	<p>Continue to develop positive attitudes about the differences between people.</p>	<p>Develop their sense of responsibility and membership of a community.</p>	<p>Continue to develop positive attitudes about the differences between people.</p>	<p>Develop their sense of responsibility and membership of a community.</p>	<p>Continue to develop positive attitudes about the differences between people.</p>
Expressive Arts and Design	<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 them and what to make.</p>	<p>Begin to develop complex stories using small world equipment like</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</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>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>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>Join different materials and explore different textures.</p> <p>Create their own songs or improvise a song around one they know.</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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