| THEME: OURSELVES | | | |
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| AUTUMN 1 | | | |
|  | Nursery Rhymes | All About me | My family and my home |
| CL | Observation check: Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”  Pay attention to more than one thing at a time, which can be difficult  Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | Enjoy listening to longer stories and can remember much of what happens.  Use a wider range of vocabulary  Develop their communication but may continue to have problems with irregular tenses and plurals such as runned for ran swimmed for swam | Use longer sentences of four to six words  Use talk to organise themselves and their play:”Let’s go on a bus…you sit there…I’ll be the driver”.  Understands a question or instruction that has two parts, such as :”Get your coat and wait at the door.”  Observation check:  Can the child shift from one task to another if you fully obtain their attention, for example by using their name? |
| PSED | Observation check:Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  Become more outgoing with unfamiliar people, in the safe context of their setting. | Show more confidence in new social situations.  Play with one or more other children, extending and elaborating play ideas.  Talk about their feelings using words like happy, sad, angry and worried | Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them.  Understand gradually how others might be feeling.  Observation check:  Can the child sometimes manage to share or take turns with others with adult guidance and understanding yours and mine?  Can the child settle to some activities for a while? |
| PD | Go up steps and stairs or climb up apparatus, using alternate feet.  Use one handed tools and equipment, for example making snips in paper with scissors. | Start taking part in some group activities which they make up for themselves or in teams.  Show preference for a dominant hand.  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. | Skip,hop,stand on one leg and hold a pose for a game like musical statues.  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. |
| L | Understand the five key concepts about print: - print has meaning  Develop their phonological awareness, so that they can: - spot and suggest rhymes | 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.  Understand the five key concepts about print: print can have different purposes | Develop their phonological awareness, so that they can: count or clap syllables in a word.  Understand the five key concepts about print: we read English text from left to right and from top to bottom  Engage in extended conversations about stories, learning new vocabulary |
| M | Recite numbers past 5.  Show ‘finger numbers’ up to 5. | Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5  Experiment with their own symbols and marks as well as numerals. | Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’  Make comparisons between objects relating to size, length, weight and capacity.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. |
| UW |  |  | Begin to make sense of their own life-story and family’s history.  Talk about what they see, using a wide vocabulary.  Use all their senses in hands on exploration of natural materials. |
| EAD | Listen with increased attention to sounds.  Remember and sing entire songs.  Sing the pitch of a tone sung by another person (‘pitch match’). | Create closed shapes with continuous lines, and begin to use these shapes to represent objects.   | Talk about what they see, using a wide vocabulary | Continue developing positive attitudes about the differences between people..  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | | --- | --- |   Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. | Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  Explore different materials freely, in order to develop their ideas about how to use them and what to make. |
| THEME: OUR World | | | |
| AUTUMN 2 | | | |
|  | Night and day/Space | Weather/Water | Colour |
| CL | Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. | Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  Enjoy listening to longer stories and can remember much of what happens. | Pay attention to more than one thing at a time, which can be difficult.  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. |
| PSED | Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  Play with one or more other children, extending and elaborating play ideas. | Show more confidence in new social situations.  Increasingly follow rules, understanding why they are important. | Remember rules without needing an adult to remind them  Develop appropriate ways of being assertive.  Talk with others to solve conflicts. |
| PD | Show a preference for a dominant hand.  Start taking part in some group activities which they make up for themselves, or in teams. | Start taking part in some group activities which they make up for themselves, or in teams.  Use large-muscle movements to wave flags and streamers, paint and make marks.  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. | Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand.  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. |
| L | Print can have different purposes  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. | Page sequencing  Engage in extended conversations about stories, learning new vocabulary | 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.  Recognise words with the same initial sound, such as money and mother  We read English text from left to right and from top to bottom |
| M | Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’)  Say one number for each item in order: 1,2,3,4,5.  Understand position through words alone – for example, “The bag is under the table,” – with no pointing. | Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Make comparisons between objects relating to size, length, weight and capacity.  Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc | Extend and create ABAB patterns – stick, leaf, stick, leaf.  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  Compare quantities using language: ‘more than’, ‘fewer than’. |
| UW | Begin to understand the need to respect and care for the natural environment and all living things.  Explore and talk about different forces they can feel. | Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice. | Continue developing positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| EAD | Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Listen with increased attention to sounds.  Take part in simple pretend play, using an object to represent something else even though they are not similar. | Use drawing to represent ideas like movement or loud noises.  Respond to what they have heard, expressing their thoughts and feelings. | Explore colour and colour mixing.  Develop their own ideas and then decide which materials to use to express them.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects. |