



Areas of Learning		Autumn 1	Autumn 2	Spring	Summer
		<p>Topic: Here's where my story begins (all about me) Subject Driver: People and Communities/ Past and Present/Science (My Body) Text: Monkey Puzzle Enquiry question: What is a family? End point: Self-portrait of my family and myself. Lost Poster</p> <p>Family Photo's – Ask the children to bring in a photo of your family, a photo from a celebration (Wedding, birthday) a photo from the past (Grand parents or great grandparents – black and white)</p> <p>Showcase book - Self Portrait</p>	<p>Topic: Our Heroes (People who help us) Subject Driver: People and Communities Text: A superhero like you/ Selection of non-fiction Enquiry question: What makes a hero special? End point: Attempt to write a list by making marks and giving meaning. (Santa list)</p> <p>Trips – Apple Tree Town (Hook) Christmas trip (Amerton Farm)</p> <p>Showcase book - Name Writing</p>	<p>Topic: Traditional Tales Spring 1 – The Three Little Pigs Spring 2 – Jack and the Beanstalk Subject Driver: Science/The Natural World - life cycles of a plant. Enquiry Question: Which material is best to build a house? And why? How does the garden grow? Text: Jack and the Beanstalk The Three Little Pigs End point: To write a label To write a descriptive word to describe a character. Trips Wonderland Telford – Traditional Tales</p> <p>Or</p> <p>Bewilderwood – Story telling</p>	<p>Topic: Understanding Our World Summer 1 – The Hungry Caterpillar Summer 2 – Elmer the Elephant Subject Driver: Science/The Natural World Life cycles and Keeping healthy Enquiry Question: How do we keep our bodies healthy? Where do Elephants come from? Text: The Hungry Caterpillar Elmer the elephant End point: To write an invitation To write a caption to a picture stimulus. Trip Cannock Chase Teddy bears picnic or Nature Detectives</p> <p>Showcase book – What do I want to be when I grow up...</p>
Literacy	Comprehension	<ul style="list-style-type: none"> Joins in with actions rhymes. 	<ul style="list-style-type: none"> Sings songs and says rhymes independently. Makes comments and shares their own ideas during story time. 	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Describes main story settings, events and principal characters 	<ul style="list-style-type: none"> Can suggest how a story may end. Beginning to be aware of the way stories are structured.

	Word Reading	<ul style="list-style-type: none"> Shows interest in books and the reading zone. Recognises some familiar logos. Joins in during carpet times with stories, songs and rhymes. 	<ul style="list-style-type: none"> Understands that print has meaning. Understands that print can have different purposes. 	<ul style="list-style-type: none"> Understands that we read English from left to right and top to bottom. Can name the different parts of a book – Front cover, blurb, title etc. Can spot rhymes. Can count or clap the syllables in a word. Recognise their name. 	<ul style="list-style-type: none"> Can suggest a rhyming word. Recognises words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them.
	Writing	<ul style="list-style-type: none"> Enjoys drawing freely. Gives meaning to marks for example 'That's my Mummy' 	<ul style="list-style-type: none"> Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> Writes some of their name correctly. Can form some letters accurately. 	<ul style="list-style-type: none"> Can write all of their first name. Can attempt to write a word or phrase with some letters communicating the correct meaning 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; write 'm' for mummy.
Maths	Numbers	<ul style="list-style-type: none"> Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' I can count out 3 objects accurately. I can rote count up to 3. 	<ul style="list-style-type: none"> Show 'finger numbers' up to 5. Experiment with their own symbols and marks as well as numerals. 	<ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Compare quantities using language: 'more than', 'fewer than'. 	<ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
	Numerical Patterns	<ul style="list-style-type: none"> Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> Recite numbers past 5. Talk about and explore 2D shapes – Circle, Rectangle, Square, Triangle. 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. 	<ul style="list-style-type: none"> 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 Make comparisons between objects relating to size, length. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. 	<ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Talk about and explore 3d shapes and use informal and mathematical language to describe them – Sides, corners, straight, flat. Round. Describe a familiar route Discuss routes and locations, using words like 'in front of' and 'behind'.

					<ul style="list-style-type: none"> • Make comparisons between objects relating to weight and capacity. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Express preferences and decisions. They also try new things and start establishing their autonomy • Find ways of managing transitions, for example from their parent to their key person. 	<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others.
	Managing self	<ul style="list-style-type: none"> • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Can separate from main carer. 	<ul style="list-style-type: none"> • Can select and use activities and resources with help. • Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. 	<ul style="list-style-type: none"> • Show more confidence in new social situations.
	Building Relationships	<ul style="list-style-type: none"> • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Interested in other children's play and starts to join in. 	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> • Play with one or more other • Develop friendships with other children • Do not always need an adult to remind them of a rule. 	<ul style="list-style-type: none"> • Can extend and elaborate play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Talk with others to solve conflicts.
Communication and Language	Listening, Attention & Understanding	<ul style="list-style-type: none"> • Listen and respond to a simple instruction. • Generally, focus on an activity of their own choice • Listen to other people's talk with interest. • Listen to simple stories and understand what is happening, 	<ul style="list-style-type: none"> • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). • listens to longer stories and can remember much of what happens. 	<ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". 	<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

		with the help of the pictures.			
	Speaking	<ul style="list-style-type: none"> • Understand simple instructions like “give to mummy” or “stop”. • 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’. 	<ul style="list-style-type: none"> • Use longer sentences of four to six words. • Constantly learning new words and using them in context. 	<ul style="list-style-type: none"> • To be able to talk about familiar books • Can start a conversation with an adult or a friend and continue it for many turns. • To use the words and, because in a sentence. • To ask how and what questions. 	<ul style="list-style-type: none"> • To be able to tell a long story. • 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. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” • To ask why questions.
Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Walk, run, jump • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Can feed themselves. • Can use the toilet independently. • Can help with clothing e.g. coat/zip • Can pour out in the water. • Can kick a ball. 	<ul style="list-style-type: none"> • Can climb up outside climbing apparatus. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Start taking part in some group activities which they make up for themselves, or in teams. • Make healthy choices about food, drink, activity and tooth brushing. • Can throw and catch a large ball. • I can extend my arms to help me balance. 	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • I can walk along a bench independently using my arms for support.
	Fine Motor Skills	<ul style="list-style-type: none"> • Beginning to hold a pencil. • Able to make a mark on paper using a writing implement. • Able to pull the zip up on a coat. • Is able to turn the pages of a book, sometimes several at a time. 	<ul style="list-style-type: none"> • Start to eat independently and learning how to use a knife and fork. • Can use a rolling pin and dough cutters in the malleable area. 	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Make a snip in paper using scissors 	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Can cut in a straight line in

					<p>paper using scissors.</p> <ul style="list-style-type: none"> I can turn the pages in a book, one at a time.
Understanding the World	Past and Present	<ul style="list-style-type: none"> Is able to talk about themselves. Can talk about a family event. Can talk about how they have changed/grown from a baby 	<ul style="list-style-type: none"> I can talk about some of the jobs my family did in the past. 		<ul style="list-style-type: none"> Is able to talk about their extended family and their previous experiences.
	People, Culture and Communities	<ul style="list-style-type: none"> Can identify themselves as a boy or girl. 	<ul style="list-style-type: none"> Shows interest in different occupations (fire service – Bonfire night) 	Continue to develop positive attitudes about the differences between people.	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	The Natural World			<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials Explore natural materials, indoors and outside. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. Explore how things work Understand the key features of the life cycle of a plant and an animal.
Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> Start to make marks intentionally. 	<ul style="list-style-type: none"> Explore paint, using fingers and other parts of their bodies as well as brushes and other tools Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> Explore colour and colour-mixing Explore different materials freely, in order to develop their ideas about how to use them and what to make. Draw with increasing 	<ul style="list-style-type: none"> Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Show different emotions in their drawings – happiness, sadness, fear etc.

				complexity and detail, such as representing a face with a circle and including details.	
	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Join in with songs and rhymes, making some sounds. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar 	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> • Remember and sing entire songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.