

| Term: YN Autumn | Term: YN Spring | Term: YN Summer |
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| Characteristics of Effective Learning: | | |
| <u>Playing and exploring</u> finding out and exploring playing with what they know being willing to have a go | | |
| <u>Active learning</u> being involved and concentrating keeping on trying enjoying achieving what they set out to do | | |
| <u>Creating and thinking critically</u> having their own ideas making links choosing ways to do things | | |
| <u>Curriculum Programme of Study</u> | <u>Curriculum Programme of Study</u> | <u>Curriculum Programme of Study</u> |
| Self-confidence and self-awareness: <ul style="list-style-type: none"> • Separates from main carer with support; • Can select and use resources with help; • Expresses own interests and preferences; • Confidence to ask adults for help. | Self-confidence and self-awareness: <ul style="list-style-type: none"> • Welcomes and values praise for what they have done; • Confidence to ask adults for help; • Enjoys responsibility for carrying out small tasks; • Can select and use resources independently; | Self-confidence and self-awareness: <ul style="list-style-type: none"> • is more out-going towards unfamiliar people; • more confident in new social situations; • confident to talk to other children, when playing; • communicate freely about home and community. • Confident to speak to others about own needs, wants, interests and opinions. |
| Managing feelings and behaviour: <ul style="list-style-type: none"> • being aware that some actions can hurt others; • shows understanding and cooperates with some boundaries and routines; • express own feelings. | Managing feelings and behaviour: <ul style="list-style-type: none"> • aware of own feelings and knows that some actions and words can hurt others' feelings; • begins to accept the needs of others; • can take turns and share resources, sometime with support from others; • can usually tolerate delay, when needs are not immediately met; • understands wishes may not be met; | Managing feelings and behaviour: <ul style="list-style-type: none"> • can usually adapt behaviour to different events, social situations, and changes in routine; • aware of boundaries set, and of behavioural expectations in the setting. • understands that own actions affect other people. |
| Making relationships: <ul style="list-style-type: none"> • interested in others' play and starting to join in; • seeks out others to share experiences; • shows affection and concern to people who are special to them. | Making relationships: <ul style="list-style-type: none"> • initiates play, offering cues to peers to join them; • keeps play going by responding to what others are saying or doing; | Making relationships: <ul style="list-style-type: none"> • can play in a group, extending and elaborating play ideas; • demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • initiates conversations and attends to what others are saying. |

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| Listening and Attention: <ul style="list-style-type: none"> Is able to follow directions; Listens to stories, poems and rhymes | Listening and Attention: <ul style="list-style-type: none"> listen to others 1-1 or in a small group, when the conversation interests them; Is able to follow directions; Joins in with repeated phrases and anticipates key events in rhymes and stories. | Listening and Attention: <ul style="list-style-type: none"> listens to stories with increasing attention and recall; two-channel attention; can sit and do for a short span. |
| Understanding: <ul style="list-style-type: none"> Understands the use of objects; Responds to simple instructions | Understanding: <ul style="list-style-type: none"> Responds to simple instructions; shows understanding of preposition by carrying out an action or selecting a picture. | Understanding: <ul style="list-style-type: none"> beginning to understand how? and why? questions; responds to two-part sequence of instructions |
| Speaking: <ul style="list-style-type: none"> uses vocabulary focussed on objects and people that are of particular importance to them; can retell a simple past event in correct order; builds up vocabulary that reflects the breadth of their experiences. | Speaking: <ul style="list-style-type: none"> uses to connect ideas, explain what is happening and anticipate what might happen next; recall and relive past experiences; uses talk in pretending that objects stand for something else in play. | Speaking: <ul style="list-style-type: none"> beginning to use more complex sentences to link thoughts, eg: using "and" and "because"; questions why things happen and give explanations (who? what? when? and how?) uses a range of tenses; uses intonation, rhyme and phrasing to make the meaning clear to others. |
| Moving and Handling: <ul style="list-style-type: none"> Using a tripod pencil grip; beginning to show a preference for dominant hand; draws lines and circles using gross motor movements; can stand on one foot when shown; | Moving and Handling: <ul style="list-style-type: none"> Using a tripod pencil grip; no longer using the whole palm; uses one-handed tools and equipment; moves freely with pleasure and confidence in a range of different ways; mounts steps or climbing equipment using alternate feet; walks down steps holding a small object. | Moving and Handling: <ul style="list-style-type: none"> Using a tripod pencil grip; runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles; can catch a large ball; can copy some letters from their name. |
| <p>Dance: to move with coordination and control; confidence, imagination and safety; show awareness of space, themselves and others.</p> <p><i>Action songs and finger rhymes: eg Head, Shoulders, Knees and Toes.</i></p> <p><i>Mime actions from everyday life; washing, dressing etc</i></p> <p><i>Encourage movement in all directions; develop actions that are light/strong, big/small, fast/slow, and stillness;</i></p> <p><i>Think about the moods and feelings that can be expressed when we dance: happy, sad, excited, surprised, tired...</i></p> | <p>Dance: to respond to rhythm, music and story by means of gesture and movement; to move spontaneously within the available space; to manage body to create the intended movements; to combine and repeat a pattern of movements;</p> <p><i>Practise travelling and linking actions together to create a sequence;</i></p> <p><i>Compare and contrast movements: high/low; fast/slow; heavy/light</i></p> <p><i>Start to express preferences.</i></p> | <p>Dance: to combine and repeat a range of movements; to think about direction of movement (backwards, forwards, sideways); to negotiate an appropriate pathway when travelling; perform movements from existing dance traditions.</p> <p><i>Choose music with 8 beats (a 4/4 rhythm), such as</i></p> <ul style="list-style-type: none"> <i>Blue Peter theme tune</i> <i>Match of the Day theme tune</i> <i>The Sun has Got His Hat On</i> <i>The Teddy Bears' Picnic</i> <p><i>Clap; foot-tap; walk for 8/stand still for 8; change direction after 8 steps (You may need to count "1 2 3 4 5 6 7</i></p> |

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| | | <i>change!"/>); skip and stop;</i> |
| Health and self-care: <ul style="list-style-type: none"> can attend to toileting needs most of the time themselves; can wash and dry hands ; can communicate basic needs; | Health and self-care: <ul style="list-style-type: none"> dresses with help; understands that tools and equipment have to be used safely; observes the effects of exercise on their bodies. | Health and self-care: <ul style="list-style-type: none"> eats a healthy range of foodstuffs and understands the need for variety in food. |
| Reading: <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs or jingles; repeats words or phrases from familiar stories; fills in the missing word from a familiar nursery rhyme or story; handles books carefully; looks at books independently; holds books the correct way up and turns pages; knows information can be relayed in the form of print | Reading: <ul style="list-style-type: none"> knows that print carries meaning and, in English, that print goes from left to right and top to bottom; shows interest in illustrations and print in books/ environment listens to stories with increasing attention and recall; enjoys rhyming and rhythmic activities | Reading: <ul style="list-style-type: none"> shows awareness of rhyme and alliteration; recognises rhythm in spoken word; beginning to be aware of the ways that stories are constructed; suggests how a story might end; describes main story settings, events and principle characters; recognises familiar words and signs, such as own names and logos. |
| Writing: <ul style="list-style-type: none"> distinguishes between the marks they make; sometimes gives meanings to the marks as they draw or paint. | Writing: <ul style="list-style-type: none"> ascribes meaning to the marks they make, as they draw write or paint; begins to break the flow of speech into words. | Writing: <ul style="list-style-type: none"> writes own name; hears and says initial sounds in words. |
| Story books to be used (Pie Corbett + other authors): <i>Dear Zoo, Spot.</i> Author of the term: <i>Eric Carle.</i> | Story books to be used (Pie Corbett + other authors): | Story books to be used (Pie Corbett + other authors): |
| Number: <ul style="list-style-type: none"> selects a small number of objects from a group when asked; recites number names in sequence; begins to make comparisons between quantities; uses some language such as "more" and "a lot"; knows that a group of things changes in quantity when something is added or taken away; uses some number names and number language spontaneously; uses number names accurately in play; recites numbers in order to ten; knows that numbers identify how many objects in a set; | Number: <ul style="list-style-type: none"> beginning to represent numbers using fingers, marks on paper and pictures; realises anything can be counted (steps, jumps, etc) shows an interest in numerals in the environment; shows an interest in number problems; shows curiosity about numbers by offering comments or asking questions; recites numbers in order to ten; | Number: <ul style="list-style-type: none"> compares two groups of objects, saying when they have the same number; separates a group of three or four objects in different ways, beginning to recognise that the total; sometimes matches numeral and quantity correctly; recognises some numerals of personal significance; recognises numerals to 5; counts up to four objects with 1-1 correspondence; counts objects/actions that cannot be moved; counts up to six objects from a larger group. |
| Shape, Space and Measures: <ul style="list-style-type: none"> Notice simple shapes and patterns in pictures; beginning to categorise objects according to | Shape, Space and Measures: <ul style="list-style-type: none"> shows an interest in shape and space by playing with shapes or making arrangements with objects; | Shape, Space and Measures: <ul style="list-style-type: none"> uses positional language; uses shapes appropriately for tasks; |

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| <ul style="list-style-type: none"> properties such as shape and size; begins to use the language of size; understands some language about immediate past and future (before, later or soon) shows interest in shape by sustained construction activity or by talking about shapes; | <ul style="list-style-type: none"> shows interest of shapes in the environment and shows awareness of similarities of shapes; demonstrates the use of language for shape, position and measures; | <ul style="list-style-type: none"> beginning to talk about the shapes of everyday objects selects a particular named shape. |
| People and Communities: <ul style="list-style-type: none"> shows an interest in the lives of people who are familiar to them; recognises and describes special times or events for family or friends; How Christians celebrate Christmas, Christmas Story. | People and Communities: <ul style="list-style-type: none"> remembers and talks about significant events in their own experience; 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. | People and Communities: <ul style="list-style-type: none"> shows interest in occupations and ways of life; enjoys joining in with family customs and routines. |
| Technology <ul style="list-style-type: none"> shows an awareness how to make toys work by pressing parts or lifting flaps; shows an interest in technological toys and objects such as cameras or phones (old!) | Technology <ul style="list-style-type: none"> knows how to operate simple equipment; knows that information can be retrieved from computers. | Technology <ul style="list-style-type: none"> uses ICT hardware to interact with age-appropriate software. |
| Understanding of the World: <ul style="list-style-type: none"> Exploring surroundings; awareness of the seasons: Autumn and Winter; water/sand play using associated language can talk about things they have observed such as plants, animals, natural and found objects. | Understanding of the World: <ul style="list-style-type: none"> shows care and concern for living things and the environment; developing an understanding of growth, decay and changes over time. | Understanding of the World: <ul style="list-style-type: none"> talks about why things happen and how things work. |
| Exploring and using media and materials: <ul style="list-style-type: none"> sings a few familiar songs; enjoys joining in with ring games; beginning to construct stacking blocks, vertically and horizontally and making enclosures/ creating spaces; | Exploring and using media and materials: <ul style="list-style-type: none"> initiates movement in response to music; beginning to move rhythmically; uses various construction materials; realises tools can be used for a purpose; understands that they can use lines to enclose a space and begin to use these shapes to represent objects. | Exploring and using media and materials: <ul style="list-style-type: none"> taps out simple repeated rhythms; explores and learns how sounds can be changed; explores and learns how colours can be changed; beginning to be interested in and describe the texture of things; joined construction pieces together to build and balance. |
| Imagination: <ul style="list-style-type: none"> creates movement in response to music; engages in imaginative role play based on own first-hand experiences; notice what adults do and doing it spontaneously when no adult is present. | Imagination: <ul style="list-style-type: none"> developing preferences for forms of expression; builds stories around toys; sings to self and makes up simple songs; uses movement to express feelings. | Imagination: <ul style="list-style-type: none"> makes up rhythms; uses available resources to create props to support role-play; captures experiences and responses with a range of media, such as music, dance and paint and materials or words. |