

Term: YN Autumn <i>The Adventure begins...</i>	Term: YN Spring <i>Bears and exploration</i>	Term: YN Summer
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.

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.
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. Author of the term: 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 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; 	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; shows interest of shapes in the environment and shows awareness of similarities of shapes; demonstrates the use of language for shape, position and measures; 	Shape, Space and Measures: <ul style="list-style-type: none"> uses positional language; uses shapes appropriately for tasks; 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; • joint 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.