Ear	Early Reading		Early V	Early Writing							
		<u>Expressive</u> Desi	e Art and <u>Phys</u> ign Develo				<u>Understanding the World</u>				
<u>Listening,</u> <u>Attention and</u> <u>Understanding</u>	<u>Speaking</u>	<u>Being</u> <u>Imaginative</u> <u>and</u> Expressive	<u>Creating</u> with <u>Materials</u>	<u>Fine</u> <u>Motor</u>	<u>Gross</u> <u>Motor</u>	<u>Self-Regulation</u>	<u>Managing</u> <u>Self</u>	<u>Building</u> <u>Relationships</u>	<u>People,</u> <u>Cultures and</u> <u>Communities</u>	<u>The</u> <u>Natural</u> <u>World</u>	<u>Past an</u> <u>Present</u>
Listens with attention	Public Speaking	Listen	Explore	Pencil Grip	Space	Understanding own feeling and regulate behaviour	Healthy eating and personal hygiene	Work and play with other	Our immediate environment	Animals and Plants	People around us
Enjoys listening to non-fiction books.	Will freely talk to familiar adults and other children in the classroom		Explores different materials, including things of different scales such as -large cardboard boxes -long strips of wall paper -Smaller bits of tissue paper		When moving around a space they have single channelled attention/vision so that they can avoid crashing into a specific obstacle.	Can express how they are feeling using words like 'happy', 'sad', 'angry', or 'worried'.	Can partially dress self (put shoes on, but own coat on, tries to dress self)	With support begins to play co-operative games with their peers.		Explore the role of a vet through role-play. Can name common pets.	Can name different members of their family such as ma dad, brothe sister, nand and grando
Listens to others in one-to-one or small groups, when conversation interests them.	Explanation	Compose and Performing	Tell an adult what they would like to make and with support can create and make it.	Using small tools	Strength Balance and Co-ordination	Takes pride in own work and brings it to the teacher to 'show it off' Enjoys receiving a reward for their work.	Begins to label and sort food into categories; vegetables, fruit, meat, bread	Develop care and concern for others	Life in this country and in others	Can recognise and name common farm animals.	People who help us
Enjoys listening to longer stories and can retell some of what happens.	Questions why things happen and gives explanations. Asks e.g. who, what, when, how		Explores the art work of artist and expresses their feeling towards them. May try to imitate artists work.	Can hold a paintbrush in order to make marks	Hops on one foot, skip and stand on one leg and hold a pose like musical statue	Solve problems	Understands right and wrong	May have a fear of monsters (developmental norm) and become upset about this. Knows who to turn to for comfort and support e.g familiar adult, parents.	Can talk about what they do in living in Grangetown e.g. how they get to school, what do they do on the weekend, what type of house do they live in	Processes and changes	they wear.
			With support can begin to use tools safely (scissors, paintbrushes, glue sticks, hole								

			punch, hammers								
Shows Understanding	Expression		Make and share	Explores using scissors in the playdough area and the gluing area.	Explores moving at different paces in relation to different music.	When playing with other children begins to negotiate and solve problems without aggressions by coming to tell an adult when they are upset/angry/frustrated	Can decide if and when someone has broken a rule	Discusses and explores what makes a 'good' person e.g being kind, looking after others, helping others, sharing, taking turns.	Religious and cultural communities	Takes part in baking and cooking and knows that liquids are runny and can be poured from one container to another.	The Past
Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"	Use longer sentences of four to six words.	Appraise	Can finish a creation with support and share their finished product with a familiar adult or child.	Drawing and Writing	Can balance a beanbag on one hand whilst walking across a room, the arm will be close to their body.	With support begins to talk to other children to solve conflicting arguments e.g wanting a toy that someone else has and asking if they can have their turn yet.	Develop confidence and resilience	Build positive relationships	Can recognise Jesus in the Easter Story and knows that he is grown up now. Talks about how we might celebrate Easter (chocolate eggs).		Can liste stories a look at images ij present o past to b to develo and understa of past o present.
Shows understanding of prepositions such as <i>under, on top,</i> <i>behind</i> by carrying out an action or selecting correct picture		Engages in role- play.	Explores different joining materials such as glue, and sticky tape with support to join two materials together.	Symbolic writing is used		Follows instructions	Show an understanding of the need of safety, and considers and manages some risks with support e.g. uses the scissors in the workshop area, can climb two wooden bricks outside.	Demonstrates friendly behaviour and initiates conversations.		Materials	
Holds Conversation			Can draw a recognisable person with limbs and talk about what they have drawn,	Assigns meaning to marks	Energetic Movements	Can follow a 2-step instruction, simple instruction given to by an adult.	Enjoys carrying out small tasks.	Enjoys carrying out tasks that help other people such as giving out milk cartons or fruit.	To recognise the Church as an important place for some people and to talk about what a church is (a place to talk to Jesus and God)	Explores different weighted objects in the water area, comments on if they sink to the bottom of the water tray or if they float.	Our Past
Begins to understand humour, e.g. nonsense rhymes and jokes			Can create a drawing using enclosed lines with support,		Use large movements in a controlled way (wave a	With support can choose an area to work in and sets a goal for that area. E.g					

			such as a square shape to represent an ipad or television, or the trunk of a tree.	flag and streamers, paint and make marks)	chooses to play in the blocks and sets out to build a tower and completes this- with support	
			Use	Shows confidence climbing, jumping on and off and travelling across a bench		
			May use their creation in their play such as playing with a kite they have made outside, or using their masks to play superheroes. This may need support with adult showing children how to use their creations.			
Trips			Visit from a local artist			
Books	*The Gingerbread Ma Jasper's Beanstalk Dear Zoo Come on, Daisy Each Peach Pear Plum				1	
Rhymes	Miss Polly had a Doll Old Mac Donald Had Incy Wincy Spider Baa Baa Black Sheep Chick, Chick, Chick, C	a Farm				
Topics	Easter, Valentine's Day,	, Farm, Animals, Jur	nk Modelling project			
Role- Play Area	Farm Shop					

Visit to a local Church to learn about Easter	Visit from the Farm Bus	
Church to learn	Visit from the Farm Bus	
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Vets		