

	<u>Early Reading</u>		<u>Early Writing</u>									
	<u>Communication and Language</u>		<u>Expressive Art and Design</u>		<u>Physical Development</u>		<u>PSED</u>			<u>Understanding the World</u>		
<u>Autumn Term</u>	<u>Listening, Attention and Understanding</u>	<u>Speaking</u>	<u>Being Imaginative and Expressive</u>	<u>Creating with Materials</u>	<u>Fine Motor</u>	<u>Gross Motor</u>	<u>Self-Regulation</u>	<u>Managing Self</u>	<u>Building Relationships</u>	<u>People, Cultures and Communities</u>	<u>The Natural World</u>	<u>Past and 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
	Knows how to listen and why it is important.	Can listen and comment when working in a small group	Listens to and recognises instrumental noises.	Explores and creates with smaller scale materials such as sequins and offcuts of materials and textiles.		Can ascend and descend onto a bench using strength to push themselves up.	Can separate from parent/carer at the playground and walk into the school building when led by a teacher.		Works in a small group to role-play familiar roles and jobs that adults do.	Discusses the local area and what features it has and begins to plot these on a map with a teacher.	Can sort environments by their similarities and differences and begin to offer reasons as to how they have been sorted.	Can discuss the members of their family and what they do to help them or other people (jobs)
	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Can describe something they have done using key words	Listens to a range of music including modern and classical and music from around the world can discuss if the music sounds 'happy' or 'sad'	Explore the art work of artists and can say whether they like their work or not and what they like of do not like. With support can imitate artists work. Tony Ross (linework and simple illustrations)	Using small tools		Can separate from parents confidently and complete a morning task.	Can manage own toileting needs independently.	Has many friends and enjoys sharing experiences with them.		Draws pictures of what they have observed, considering the size, colour and shape of the object.	
	Is able to focus attention but may change their focus of attention.	Explanation	Listens to range of music and with support can begin to move their bodies in time to the music-keeping to the rhythm.		Can use scissors to effectively snip paper.	Can find a sitting space but may not always be able to find a space when moving.	Solve problems	Talks about a healthy diet and why certain foods are better in moderation.	Develop care and concern for others		Processes and changes	
				Can hold a paintbrush to paint								

					recognisable pictures.							
	Listens to familiar stories with increasing recall.	Develops social phrases.	Compose and Performing	Make and share	Drawing and writing	Begins to check their shoulders looking for space to move into when changing direction.	Can talk to other children to solve conflicting arguments and with support can wait for their turn when they cannot get their own way after discussions.	Can independently sort food into different categories.	Can discuss the features of a good friend e.g being kind, helping others, not shouting at people etc.	Life in this country and in others		People who help us
					Begins to write letters, captions and short sentences.							Can name and talk about people in society including a priest, shop keeper, etc and can match them to the building that they work in.
	Shows Understanding	Uses talk to explain what is happening and anticipates what might happen next	Can confidently sing a song in a group or independently (the song maybe a current song in the charts)	Can use a variety of straight and curved lines to represent objects, such as a flower, or a tree.	Talks about what they are going to draw, completes task and then talks about what they have done.	Take part in a basic obstacle course exploring how to travel around, over, under and through obstacles so that they do not touch them.	Follows instructions	Can dress self but may need help with buttons, clasps, buckles, shoe laces.	If another child is feeling sad, can show empathy and try to cheer them up.	Investigates another country, looking at how children get to school, what they do on the weekend and what type of house they live in using photographs, maps, video clips and story books	Comments on the weather around them and discuss how this effects the environment around them e.g. sun to help the plants grow.	The Past
	Listen effectively to follow instructions of 3 steps	Expression		Can draw a recognisable person with facial features, head, body, arm and legs		Uses their senses to check the spaces that they are moving into to try and avoid objects and other people.	Works on and complete teacher directed challenges during independent choosing time	Understands why grooming self is important and can talk about what might happen if they do not groom self.	Build positive relationships		Knows that solids such as ice will melt when its gets hotter.	
	Begins to understand <i>why</i> and <i>how</i> questions	Can use plurals correctly when speaking.		Chooses to go into the paint area, writing area or workshop areas to create something that express their feelings.	Emergent Writing	Strength Balance and Co-ordination		Understands right and wrong	Initiates conversations, taking into account what others say.	Religious and cultural communities	Materials	Our Past

	Asks why questions after listening to a story.	Connect one idea or action to another using a range of connectives.	Engages in small world or role-play using an object to represent something else e.g pieces of wool to be worms, or spaghetti. Begins to adapt well known stories during small world play and may invent their own.	Use		Can hop and skip around a space, using continuous movements.		Explains why we have rules and can follow them most of the time.	Has a small friendship group but will work and play with lots of children.	To understand that not everyone's family is the same.	Can group materials that are the same.	Can look at pictures of older people (mams and dads) as a baby and can talk about how they have grown.
	Holds Conversation	Can use tenses correctly when speaking.				Begins to move in time to the music exploring the space around them.		Can decide if and when someone has broken a rule- can distinguish between right and wrong		Recognises that Jesus is a special person and retells The Nativity	Knows what floating and sinking means and can explain it in their on words.	
	Will respond to a questions and then have further conversation on topic from that question					Can balance a beanbag on one hand, with a full-extended arm whilst walking around a room at various paces and direction.		Develop confidence and resilience		Can talk about the church as a special place for some people to go to and celebrate Christmas. Can talk about what a colours a church might use at Christmas.		
			Appraise					Works safely and independently on a range of challenging tasks including taking risks inside and outside.		Knows that some people do not celebrate Christmas as Christians do		
			Watch professionals performing and discusses how that makes them feel.			Energetic Movements		Assemble and tidy up resources needed independently.				
			Is able to say how what they have seen or heard has made them feel.			Start to use arms when running to increase speed and balance		Is interested in new activities within the classroom and will explore the, confidently.				
						When asked can move around the space at different speeds in a controlled way.eg. walking, jogging, sprinting		Enjoys carrying out task within the classroom and is proud of their work.				

						Explore crawling on all fours. Can move in different directions when crawling.						
						Greater control over large movements. Circle, side to side, up and down.						
						Independently display confidence following simple rules, when participating in team games.						
						Most of the times jumps and lands using both feet and sometimes will use correct bent legs.						
Trips			Christmas Pantomime								Walk to local library-People, culture and communities	Visit to the police station- Past and Present
Books	*Little Red Riding Hood The Enormous Turnip The Little Red Hen Mrs Armitage on Wheels Handa's Surprise Shhh! Mr Grumpy's Outing The Gruffalo Goodnight Moon Whatever Next! Six Dinner Sid On the Way Home Rosie's Walk Owl Babies Farmer Duck											
Rhymes	Dingle, Dangle Scarecrow Blue Flashing Light by Celia Warren (pg 125 A First Poetry Book)											

	Doctor Foster Happy by Michaela Morgan (pg 40 A First Poetry Book Pie Corbett and Gaby Morgan)
Role- Play Area	The House School Kitchen Santa's Workshop